DOCUMENT RESUME

ED 155 485	08	CE 017 150

TITLE	Profiles of Career Education State Planning Projects. Fiscal Year 1976 Funding and Fiscal Year 1977 Funding.
INSTITUTION	Thomas Buffington and Associates, Washington, D.C.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE	Feb 78
CONTRACT	300-77-0470
NOTE	306p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01874-8)
EDRS PRICE	MF-$0.83 HC-$16.73 Plus Postage.
DESCRIPTORS	Advisory Committees; *Career Education; Educational Resources; Elementary Secondary Education; Federal Legislation; Information Dissemination; Needs Assessment; *Program Descriptions; *Program Planning; Projects; State Federal Aid; *State Programs
IDENTIFIERS	Education Amendments 1974; Public Law 93 380; United States

ABSTRACT

This publication presents profiles of the federally funded career education state planning projects that were conducted in forty-nine states and five territories during fiscal years 1976 and 1977 under the provisions of the Education Amendments of 1974. The fifty-four profiles, arranged alphabetically by state and varying in length (from one to eight pages) include one or all of the following: identifying information (title, grantee, and project director), funding information, purpose of state plan, role of advisory group, additional input to plan, needs assessment, resource identification, short-term and long-range objectives, other resources, and dissemination. (EM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155485

PROFILES
OF
CAREER EDUCATION STATE PLANNING PROJECTS

Supported under Section 406 of the
Education Admendments of 1974
(Public Law 93-380)

Fiscal Year 1976 Funding
and
Fiscal Year 1977 Funding

Prepared for the
Office of Career Education
U.S. Office of Education

by

Thomas Buffington & Associates
2710 Ontario Road, N.W.
Washington, D.C. 20009

February 1978

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 017 150

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

Stock No. 017-080-01874-8

CIVIL RIGHTS COMPLIANCE

DISCRIMINATION PROHIBITED - Title VI of the Civil Rights Act of 1964 states:

> "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Title IX of the Education Amendments of 1972, Public Law 92-318, states that:

> "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Therefore, any program or activity receiving financial assistance from the Department of Health, Education, and Welfare must be operated in compliance with these laws.

A PROJECT CONDUCTED UNDER
300-77-0470

The material in this publication was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

INTRODUCTION

The summary profiles of State department of education career education plan development contained in this publication represent only the "tip" of a very big "iceberg" of State and local activity. It is hoped that readers will seek much more detailed information from those States in which they are interested.

The State career education plan profiles presented here were produced with a minimum of Federal funds and a maximum of effort on the part of SEA and LEA personnel. They serve as excellent examples of ways in which small amounts of Federal dollars can serve to stimulate a very great deal of productive activity at the State and local level.

Several "messages" can be found by those reading these profiles in a careful and knowledgeable manner. First, it should be apparent that, almost without exception, SEA personnel actively involved both LEA personnel and persons from the broader community in formulating these plans. Second, a majority of these plans clearly are aimed at maximizing communication - including sharing of both ideas and materials - among career education practitioners. Third, while there is considerable variation among these plans in the ways career education is perceived, there is amazing consensus regarding the bedrock conceptual assumptions of career education. The action activities outlined in these profiles are, to those expert in career education, good ways of contributing to a better understanding of the career education concept itself. Fourth, the problems of evaluation of career education are clearly recognized in this collection of profiles. The willingness - even the eagerness - of those involved in formulation of these State plans to evaluate the effectiveness of career education is evident.

Most impressive is the commitment, evident in these profiles, to retain basic trust and confidence in classroom teachers as prime persons within the family of professional educators to deliver career education to youth. Equally impressive is the clear recognition in these profiles of the necessity for involving members of the broader community in the career education effort.

These profiles, like the career education concept itself, are best viewed by readers as one significant step in a continuing, evolving process. The future will undoubtedly see changes in these plans as we learn more about how best to implement career education. These profiles, nonetheless, represent a significant beginning. The efforts of those who produced them are deeply appreciated by those of us here in USOE's Office of Career Education.

Kenneth B. Hoyt
Director, Office of Career Education
U.S. Office of Education

February 1978

TABLE OF CONTENTS

Page

Introduction.. iii

Background.. ix

Profiles of State Planning Projects

Alabama... 1

Alaska.. 7

Arizona... 11

Arkansas.. 16

California.. 21

Colorado.. 25

Connecticut... 31

Delaware.. 35

District of Columbia................................ 38

Florida... 43

Georgia... 50

Hawaii.. 55

Idaho... 61

Illinois.. 66

Indiana... 71

Iowa.. 72

Kansas.. 78

Kentucky.. 83

Maine... 89

Maryland.. 97

Massachusetts....................................... 102

Michigan.. 108

Minnesota....................................... 113

Mississippi..................................... 119

Montana... 125

Nebraska.. 130

Nevada.. 136

New Hampshire................................... 143

New Jersey...................................... 150

New Mexico...................................... 156

New York.. 163

North Carolina.................................. 170

North Dakota.................................... 177

Ohio.. 182

Oklahoma.. 186

Oregon.. 193

Pennsylvania.................................... 199

Rhode Island.................................... 204

South Carolina.................................. 210

South Dakota.................................... 214

Tennessee....................................... 220

Texas... 225

Utah.. 233

Vermont... 238

Virginia.. 245

Washington...................................... 249

West Virginia.. 252

Wisconsin.. 259

Wyoming.. 266

Guam... 274

Puerto Rico.. 279

Mariana Islands...................................... 284

Virgin Islands....................................... 291

BACKGROUND

In August of 1974, the Congress of the United States enacted the Education Amendments of 1974 (Public Law 93-380). This Act, under Section 406, authorizes the U.S. Commissioner of Education to undertake a program of career education. Section 406 of Public Law 93-380 represents the first specific career education legislation to be enacted by the Congress.

The career education legislation set forth in Section 406 of Public Law 93-380 does five things: (1) calls for the establishment of an Office of Career Education in the U.S. Office of Education and specifies that the Director of the Office of Career Education shall report directly to the U.S. Commissioner of Education, (2) calls for the establishment of a National Advisory Council for Career Education which will advise the Commissioner of Education on the implementation of the career education program and will make recommendations to the Congress concerning further career education legislation, (3) directs the Commissioner of Education to conduct a survey and assessment of the current status of career education in the United States and to submit to the Congress a report on the survey, (4) authorizes the Commissioner of Education to support projects designed to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education); grants in support of the demonstration projects may be awarded to State educational agencies, local educational agencies, institutions of higher education, and other nonprofit agencies and organizations during the period from August 21, 1974 to June 30, 1978, and (5) authorizes the Commissioner of Education to make grants to State departments of education to enable them to develop State plans for the implementation of career education; grants for these State planning projects may be awarded in only two fiscal years: FY 1976 and FY 1977.

For carrying out the provisions of the career education legislation, the Commissioner is authorized to expend not more than $15 million per year for four fiscal years (FY 1975, FY 1976, FY 1977, and FY 1978). In actual practice, the Congress has appropriated $10 million in Fiscal Year 1975, $10,135,000 in Fiscal Year 1976, and $10,135,000 in Fiscal Year 1977 for the implementation of the career education program.

The U.S. Office of Education has moved vigorously to implement the new career education legislation. An Office of Career Education was established within the U.S. Office of Education, as announced in the FEDERAL REGISTER on January 31, 1975 (Volume 40, Number 22, page 4665).

The Secretary of Health, Education, and Welfare appointed the members of the National Advisory Council for Career Education in March of 1975. The Council held its first meeting on March 31, 1975, and has been meeting at periodic intervals ever since. The Council has already issued a number of significant reports and publications. (See, for example, the November 1975 document entitled Interim Report With Recommendations for Legislation, which is available in the ERIC System under the accession number ED-112-268. Also see the October 1975 document entitled The Emerging History of Career Education: A Summary View (ED-122-011) and the 1976 documents entitled Career Education Update (ED-133-513), NACCE 1976 Interim Report (ED-141-626), Next Steps in Career Education (ED-141-574), and A Summary of Commissioned Papers Prepared for NACCE (ED-128-661).

In May of 1975, the U.S. Office of Education awarded a contract to the American Institutes for Research in Palo Alto, California for the conduct of a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States. This survey and assessment, which was completed in the Spring of 1976, formed the basis for the report to the Congress as required under Section 406. The report, which was transmitted to the Congress in May of 1976, is entitled Career Education in the Public Schools, 1974-75: A National Survey (DHEW Publication No. OE-76-00507). It has been published for distribution to the public and is available from the U.S. Government Printing Office at $4.00 per copy under the Stock No. 017-080-01560-9. In addition, it is available in the ERIC System under the accession number ED-122-165.

A series of steps has also been taken in regard to the award of funds for the support of career education demonstration projects, as authorized under Section 406. On March 14, 1975, the U.S. Commissioner of Education published a notice in the FEDERAL REGISTER, Volume 40, Number 51, pages 11928, 11929, and 11930. This notice invited interested applicants to submit applications for the support of career education demonstration projects to be funded under the Fiscal Year 1975 appropriation. In response to the notice 880 applications were submitted to the U.S. Office of Education. These applications were reviewed, rated, and ranked by specially-constituted review panels composed of career education specialists from local school districts, State departments of education, colleges and universities, and the Federal Government, and the highest ranking applications were selected for support. In June of 1975, 81 awards were made, totalling $9,999,457. The 81 projects supported by these awards were authorized to initiate their project activities in June of 1975, with the award period terminating in June of 1976. Profiles of all 81 of the projects supported under the Fiscal Year 1975 appropriation have been provided in the publication entitled Profiles of Career Education Projects: First Year's Program, Fiscal Year 1975 Funding. In that publication, a three-page profile of each project is presented. The publication is available in the ERIC System under the accession number ED-120-411.

On December 9, 1975, the U.S. Commissioner of Education published a notice in the FEDERAL REGISTER, Volume 40, Number 237, page 57376. This notice invited interested applicants to submit applications for the support of career education demonstration projects to be funded under the Fiscal Year 1976 appropriation. In response to the notice, 944 demonstration project applications were submitted to the U.S. Office of Education. These applications were reviewed, rated, and ranked by specially-constituted review panels composed of career education specialists from local school districts, State departments of education, colleges and universities, and the Federal Government, and the highest ranking applications were selected for support. In June and July of 1976, 71 demonstration project awards were made, totalling $8,132,978. The recipients of these 71 awards were authorized to initiate their project activities in the summer of 1976; the projects were scheduled to terminate in the summer of 1977. Profiles of all 71 of the demonstration projects supported under the Fiscal Year 1976 appropriation have been provided in the publication entitled Profiles of Career Education Projects: Second Year's Program, Fiscal Year 1976 Funding. In that publication, a two or three page profile of each project is presented. The publication is available in the ERIC System under the accession number ED-138-786.

On January 11, 1977, the U.S. Commissioner of Education published a notice in the FEDERAL REGISTER, Volume 42, Number 7, page 2358. This notice invited interested applicants to submit applications for the support of career education demonstration projects to be funded under the Fiscal Year 1977 appropriation. In response to the notice, 700 demonstration project applications were submitted to the U.S. Office of Education. These applications were reviewed, rated, and ranked by specially-constituted review panels, and the highest ranking applications were selected for support. In the summer of 1977, 84 demonstration project awards were made, totalling $7,696,091. The recipients of these awards were authorized to initiate their project activities in the summer of 1977; the projects were scheduled to terminate in the summer of 1978. Profiles of all 84 of the demonstration projects supported under the Fiscal Year 1977 appropriation will be provided in a new publication to be entitled Profiles of Career Education Projects: Third Year's Program, Fiscal Year 1977 Funding. That publication is now being printed, and it is expected to be issued in the near future.

In the meantime, steps have been underway in regard to the award of funds for the support of career education State planning projects, as authorized under Section 406. On December 9, 1975, through a notice published in the FEDERAL REGISTER, Volume 40, Number 237, page 57376, the State educational agencies were invited to submit applications for the support of career education State planning projects to be funded under the Fiscal Year 1976 appropriation. In response to this invitation, 44 States and 3 territories applied for and received FY 1976 State planning grants totalling $2,002,004. (The States and territories not participating in the Fiscal Year 1976 planning grants were: Alaska, Delaware, Kentucky, Louisiana, Montana, South Carolina, Samoa, Guam, and the Virgin Islands.)

On January 11, 1977, through a notice published in the FEDERAL REGISTER, Volume 42, Number 7, page 2358, the State educational agencies were invited to submit applications for the support of career education State planning projects to be funded under the Fiscal Year 1977 appropriation. In response to this invitation, 48 States and 5 territories applied for and received FY 1977 State planning grants totalling $2,438,899. (The States and territories not participating in the FY 1977 planning grants were: Iowa, Louisiana, and Samoa.)

Thus it can be seen that during the two fiscal years in which the U.S. Commissioner of Education was authorized to award career education State planning grants (FY 1976 and FY 1977), 49 of the 50 States and 5 of the 6 territories participated in the awards, which totalled $4,440,903 for the 2-year period. The only States and territories which participated in neither the FY 1976 nor the FY 1977 awards were Louisiana and Samoa.

Most of the States initiated their career education State planning projects in the summer of 1976. All of the participating States and territories are scheduled to complete their planning projects by the summer of 1978. The purpose of the present publication is to provide an overview of the activities which are underway in the 54 career education State planning projects supported under Section 406 of Public Law 93-380.

On the pages which follow, profiles are presented for each of the State planning projects. The profiles have been written by the State officials who are conducting the planning projects. The profiles are arranged alphabetically by State.

CAREER EDUCATION STATE PLAN PROJECT PROFILE ALABAMA

I. IDENTIFYING INFORMATION

Project Title: Development of a State Plan for Career Education in Alabama

Grantee: Alabama State Department of Education

Project Director: Anita Barber, Career Education Specialist
State Office Building, Room 607
State Department of Education
Montgomery, Alabama 36130
(205) 832-5085

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604177	$46,000	7/1/76 - 6/30/77
1977	G007700959	59,886	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To provide a more structured approach to the coordination of efforts, the clarity of roles, and the establishment of goals, objectives, and activities for individuals, educational institutions and organizations, and agencies involved in career education. To tie current and planned resources to documented needs, detail ongoing procedures for attainment of objectives, and provide a viable means for making comprehensive implementation a realistic expectation by setting short and long range objectives. To provide viable procedures for measuring the impact career education activities have had and will have on students, school staffs, business, industry, labor and other aspects of each local school and its community. To provide for systematic management strategies and methods of disseminating career education information.

IV. ROLE OF ADVISORY GROUP

The 42-member Advisory Council was appointed by the State Superintendent of Education, Dr. Wayne Teague, and represents business, industry, labor, parents, counselors, teachers, the State educational agency, other State agencies (Department of Industrial Relations, Alabama Development Office and members of the legislature), institutions of higher education, vocational education personnel, and students. The Advisory Council was organized in August, 1976 to:

(1) Assist the State Department of Education Career Education staff in the development of the State plan by providing input into policy formulation and short and long range goals and objectives by indicating:

   a) Ways and means of implementing career education
   b) Need for training and retraining of personnel to enable them to implement career education activities at all levels.

(2) Identify strategies, activities and resources for affecting curriculum change and career counseling and guidance in favor of career education.

(3) Provide procedural guidelines for conducting a statewide needs assessment and evaluation of career education on the local and State levels.

(4) Provide a clear linkage at the State level between education and work.

(5) Assist in determining goals and objectives which best meet the career needs of special groups such as handicapped, minority, disadvantaged, women, etc.

V. ADDITIONAL INPUT TO PLAN

In addition to input from the broad representation on the Advisory Council, public hearings will be held in eight geographical regions within the State and persons representing the same broad categories will have an opportunity to comment on the plan.

VI. NEEDS ASSESSMENT

A statewide needs assessment for administration to a random sampling of 10% of Alabama's 783,218 students located in K-12 grade level schools was conducted during the FY 1976 term of this grant. Every grade was assessed. The FY 1977 grant provides for a post-secondary assessment of 10% of the students in Alabama's technical colleges, junior colleges, and four year institutions. All the needs assessment instruments for K-12 grades and post-secondary institutions were developed by the State Department staff and Advisory Council. They were designed to measure the extent to which there is congruency between the assumptions concerning what should exist and the reality of what actually does exist in career education throughout the State. Six needs assessment instruments were developed for K-12 students, parents, administrators and teachers. These contained items in the affective and cognitive domain correlated to the goals of career education as identified by USOE and the student learner outcomes which have been adopted by the State Board of Education. All instruments at the specified levels were administered to individuals in the selected schools and communities regardless of cultural, economic and social backgrounds, handicaps or special needs, and with no differentiation as to sex.

The needs assessment instruments were validated by field testing in eight school systems, at all grade levels, and in six post-secondary institutions. Control and experimental groups were involved at each level. The experimental groups were selected because of their demonstrable ongoing career education programs. Control groups were selected because they had not added career education to their programs. The demographic data were similar in every respect.

An assessment of the non-educational community will be conducted in conjunction with the Alabama Occupational Information System, Alabama Industrial Relations Department, and the Advisory Council. These surveys will be administered during the FY 1977 grant period to a random sampling of small, medium and large-size businesses and industries within the State.

The instruments under development attempt to eliminate all sex role stereotyping in the world of work.

The data from all assessments when analyzed will provide useful information for:

(1) Development of State-level goals for Career Education.

(2) Identification of strengths in current career education programs.

(3) Identifying educational problems and needs in career education.

(4) Determining the range in quality of career education programs in the State.

(5) Justifying application of resources to needs deemed to be most important.

(6) Increasing validity, reliability and accountability in the decision making and program planning process.

(7) Prioritizing areas of need to emphasize within the State plan for career education programs.

VII. RESOURCE IDENTIFICATION

Procedures used to survey and evaluate existing facilities and potential resources, including programs and practices to reduce sex stereotyping, for use in development and implementation of career education within the State include:

(1) Review the operation of the Career Education Instructional Media Center housed in the State Department, updating the holdings, surveying its usefulness, and publicizing the results.

(2) Survey LEAs concerning their career education resources both published and teacher made, providing them with suggested guidelines for validation and categorizing of all materials which may be shared.

(3) Survey the post-secondary institutions throughout the State, both junior college and university level, to identify potential human resources available for assistance to local practitioners, and publicize lists.

(4) Survey local, regional and other State coordinators and review their plans of action for implementing career education.

(5) Research materials which are available through national sources (AIM, ARM, RIE, ERIC, CCSSO, NCCE, NIE, and others) and publicize findings to LEAs.

(6) Survey non-educational professional agencies and organizations for availability of shared services and resources (Chamber of Commerce, NAB, CETA, and others).

(7) Use the Alabama Occupational Information System's computer service for identification of existing national and State materials, fiscal resources, and job opportunities.

(8) Administer a needs assessment to business, labor, industry, professional, government, and community to identify potential resources.

The document produced as a result of the aforementioned surveys and identifications will be revised and up-dated annually. Information gathered will also be utilized by the staff and Advisory Council to meet the needs identified and to develop short and long range plans for career education.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Based on identified needs, the following elements will constitute the one-year plan: pre-service and in-service development for teachers, counselors, administrators, and State Department personnel; direction for coordination of non-educational personnel and educational personnel; updating or deleting materials of State Career Education Instructional Media Center; distribution of future funding to LEAs; identification and utilization of community resources; support of local school boards and communities.

Inputs for the five-year plan will be determined by evaluation of progress in implementation of projected one-year objectives. The goals for the one and five-year plans are:

(1) To insure that every elementary, secondary and post-secondary student be informed of current career education opportunities.

(2) To insure adequate instructional materials and current professional literature for career education.

(3) To provide leadership and develop expertise for collaborative efforts of implementing career education at all levels by personnel responsible for administrative and supportive services in business, industry, labor, community and governmental agencies.

(4) To provide means for special groups, including the handicapped and educationally disadvantaged and gifted and talented students, to engage in career education activities.

(5) To exclude stereotyping by race, sex, or ethnic background in career education.

Responsibility for leadership, administration, and development of the State Plan for Career Education rests within the Division of Instruction of the Alabama State Department of Education, and the management of all activities, strategies, and procedures for the plan remains with the career education staff.

IX. OTHER RESOURCES

The major units of the State Department of Education to be involved with the Advisory Council and in the needs assessment are the Division of Instruction, Division of Vocational Education, Division of Rehabilitation and Crippled Children, Division of Departmental Services, Division of Administration and Finance, Division of Post-secondary and Continuing Education, Division of Disability Determination. Each division provides representatives to the career education staff upon request for input into policies, procedures, and activities.

X. DISSEMINATION

Copies of the completed State plan for career education will be duplicated and distributed to local school systems, institutions of higher education, divisions of the State Department of Education, interested community and State agencies and organizations, the Advisory Council and the legislature. Information pertaining to the development of the plan will be distributed during the planning period.

I. IDENTIFYING INFORMATION

Project Title: Development of a State Plan for Career Education

Grantee: Alaska State Department of Education

Project Director: Gary R. Fuller, Coordinator of Career Education
Pouch F - State Office Building
Juneau, Alaska 99811
(907) 465- 2849

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1977	G007700934	$59,543	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To provide increased effectiveness in delivering services and leadership for individuals, institutions, organizations and agencies involved with Career Education. State efforts will be directed toward:

- Determining the current statewide status of Career Education.
- Establishing priorities based upon short- and long-range goals.
- Developing activities to meet priorities.
- Identifying resources.
- Identifying responsibilities for carrying out activities.
- Evaluating efforts to meet short- and long-range planning.
- Continuation of planning efforts to update efforts to meet needs.

IV. ROLE OF ADVISORY GROUP

Advisory input for developing the State Plan for Career Education will come from two sources: The Career Education Steering Committee and The Alaska State Advisory Council on Career and Vocational Education.

The role of the Career Education Steering Committee will be to:

- Facilitate the role of the Alaska State Advisory Council on Career and Vocational Education.
- Provide direction for curriculum development.
- Review initial draft of State Plan.
- Review procedures and goals of a needs assessment.
- Recommend needs assessment consultant.
- Make recommendations to Coordinator of Career Education.

The role of the Alaska State Advisory Council on Career and Vocational Education will be to:

- Provide direction for Career Education State Plan.
- Supply technical assistance.
- Serve as a "sounding board" for community sentiment.
- Provide input into the development of short- and long-range goals.
- Lend validity to proposals for new programs.
- Review final draft of State Plan.
- Make recommendations to Coordinator of Career Education.

V. ADDITIONAL INPUT TO PLAN

In addition to input from the Career Education Steering Committee and Alaska State Advisory Council for Career and Vocational Education, public hearings will be held within the State in order to solicit additional comments on the plan.

VI. NEEDS ASSESSMENT

A statewide needs assessment will be conducted based upon a selected sample representing all geographic and population areas as identified by State legislative levels for school foundation support funding. Target populations to be included:

- Public school students in grades 6, 9 and 12
- Public school staff
- Parents of students in grades 6, 9 and 12

- Young adults from 18-20 years old
- Representatives from business and industry
- Higher education staff
- Post-secondary students

Data from the needs assessment will provide foundation information to fulfill the purpose of the State Plan.

VII. RESOURCE IDENTIFICATION

Resource information will be gathered as part of the needs assessment. Potential sources of Career Education resources will be surveyed. They include Department of Education, local education agencies, post-secondary and higher education institutions, local business/industry, national sources, other non-educational sources (Military).

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The short-term objectives will be to gather resources and information sufficient for the writing of a viable, workable, Alaska State Plan for Career Education.

The long-range objectives will be the writing, revising, acceptance and implementation of the Alaska State Plan within a five-year working frame.

Short-term and long-range planning will facilitate: Identification of State level goals, identification of statewide strengths, determining needs, determining quality, justifying resource application, decision making, and prioritization.

IX. OTHER RESOURCES

Representatives on the Career Education Steering Committee and the Alaska State Advisory Council on Career and Vocational Education are additional resources in themselves.

As resources become identified, information will be made available through ongoing communication linkages.

X. DISSEMINATION

The Alaska State Plan for Career Education will be made available to local school districts, institutions of higher learning, various agencies and organizations, State legislative bodies, the congressional delegation, and individuals as the supply lasts.

Additional information pertaining to the development of the Alaska State Plan for Career Education will be on file at the Department of Education.

I. IDENTIFYING INFORMATION

Project Title:	Arizona State Planning for Career Education
Grantee:	Arizona State Department of Education
Project Director:	Giles Shivers Guidance and Human Communication Specialist Arizona Department of Education 1535 W. Jefferson Street Phoenix, Arizona 85007 (602) 271-5712/3466

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604184	$42,350	7/1/76 - 6/30/77
1977	G007700958	38,580	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

A. To increase the effectiveness of the management, the delivery systems, the development, and the interactive linkages of career education programs in Arizona.

B. To provide a multi-level and multi-context frame-of-reference whereby decision-making, communication of purpose, and integration of total educational programs can be structured into actuality.

C. To provide an operational plan whereby career information, planning, awareness, exploration, and preparation can be made available.

IV. ROLE OF ADVISORY GROUP

A. The Career Education Planning Task Force has representatives of a broad range of constituencies. The input from this group will be used to:

1. Solicit goal ideas for program development which reflect the needs and interests of the group each represents.
2. Update current career education priorities.
3. Assist in policy formulation.
4. Provide community and regional career education projects a knowledgeable resource person.

B. University-educator members will serve to:

1. Provide linkage to higher education.
2. Coordinate efforts relating to professional development.
3. Continue a dialogue regarding concepts, definitions, and theoretical implications.

C. Advisory group members from Arizona Business/Industry/Educators Alliance will serve to give input relating to the world of work to insure relevancy in career education planning and program development.

V. ADDITIONAL INPUT TO PLAN

A. Data collected from eight regional general public (non-educator) sessions will be included in the State Plan, along with the input of the Advisory Group.

B. Data from a comprehensive career development survey will also be made available to State Plan input.

VI. NEEDS ASSESSMENT

Due to Arizona's six years of comprehensive involvement with career education, and our urgent need to assess meaningful data, our approach to strategies, tools, and design relating to needs assessment must be cautious, yet thorough, but above all reliable and meaningful.

A. Our focus will not be on the collection of needs for initial implementation, but rather the following:

   1. Effectiveness of programs, products, persons involved, management, and resources to date.

   2. Needs of target groups of career education not being met.

   3. Reassessment of program priorities, direction, and focus by the non-educational community.

   4. Assessment of guidance and counseling programs, resources, management, and role, due to the vital importance of the counselor in the total career education effort.

B. Items A2, A3, and A4 are addressed under Section VIII, Objectives.

C. Items A2 and A3 will be met by a local opinion survey in eight communities in Arizona.

D. Items A2 and A4 will be met by:

   1. A Statewide Comprehensive Career Development Survey.

   2. A sub-contract for evaluation including educators, students, and parents.

VII. RESOURCE IDENTIFICATION

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

A. Long-Range Objectives

   1. To increase high school career education enrollment.

   2. To increase availability of career testing and counseling.

   3. Obtaining, preparing, and maintaining materials, media, and equipment for orientation to the world-of-work.

4. Retraining teachers and counselors.

5. To increase career exploration "hands-on" experiences for grades 7, 8, and 9.

6. To increase opportunities for on-the-job work experience for pupil-trainees, including field trips for pupils.

7. To make available persons for coordinating apprenticeship related programs.

8. To make continually available means for conducting career education workshops.

9. To increase the number of opportunities for Statewide program of public information and community involvement for parents.

B. Short-Term Objectives

1. Implementating new model programs for exploration and preparation.

2. Preparation of staff (project) for implementing new programs.

3. On-site exposure to the world-of-work for educators.

4. Provide resources for exploration labs for students, grades 7-12.

5. Purchase of media.

6. Providing work exposure for students.

7. Implementing instructional materials in selected classrooms.

8. Implementation of public information.

9. Identification and development of materials relating to learning to live and learn.

10. Implementation of coordinated community resource service.

11. Infusion of career education by using mini-proposals.

12. Maximizing parental involvement in career education.

13. Designing, developing, and implementing innovative programs in career education.

14. Increasing the involvement of labor, business and professional organizations.

IX. OTHER RESOURCES

A. Vocational Education:

1. Work Education is comprised of three programs: cooperative education, work experience, and work exposure funds are available.

2. Career Exploration: "Hands-on" exploration labs provide considerable assistance towards meeting career education goals.

3. Guidance monies, particularly as related to counselor inservice are available for use as related to career development goals.

4. Exemplary/Research, Professional and Curriculum Development programs serve as career education resources.

5. Community Education.

6. Adult Programs.

B. General Education (Title IV):

1. Individual projects.

2. Special projects in Special Education and Right-to-Read.

3. Consultant Cadre (technical assistance).

C. A State-level specialist has been hired to give assistance in sex-role bias and stereotyping.

D. State Appropriations:

Approximately $4 million has been available. This amount will be slowly decreased in accordance with local budgetary involvement and support and amount of annual appropriation.

X. DISSEMINATION

Information about the plan will be distributed to local education agencies in Arizona.

I. IDENTIFYING INFORMATION

Project Title:	A Comprehensive State Plan for Career Education for the State of Arkansas
Grantee:	Arkansas State Department of Education
Project Director:	Emil R. Mackey, Supervisor Career Education Arkansas Department of Education Room 401E, Education Building Capitol Mall Little Rock, Arkansas 72201 (501) 371-1894

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976 1977	G007604175 G007700924	$40,000 $55,842	7/1/76 - 6/30/77 7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To coordinate efforts, clarify roles and establish goals and objectives for the Department of Education, cooperating agencies and institutions involved in career education, and to measure the impact that activities have had and will have on students, staff, and other aspects of their communities.

IV. ROLE OF ADVISORY GROUP

The Statewide Advisory Committee, appointed by A.W. Ford, Director of the State Department of Education, is representative of a variety of populations and communities. The committee represents business, industry, labor, parents, government, education, and the State Educational Agency.

The Advisory Committee was organized to:

1. Provide to the Department of Educational State Board of Vocational-Technical Education advice concerning their efforts in career education, particularly as goals and objectives are established.
2. Provide advice to the SEA staff charged with responsibility for developing a State Plan for Career Education, including input for the one-year and five-year objectives.
3. Provide information to the Task Force on Career Education (SEA) concerning changing needs, and provide advice concerning career education strategies for helping to meet those needs.
4. Establish community-based support for the implementation of career education in Arkansas.

V. ADDITIONAL INPUT TO PLAN

In addition to input from the Advisory Committee, public hearings are planned in four geographical regions within the State and persons representing the same broad categories will have an opportunity to comment on the Plan.

VI. NEEDS ASSESSMENT

The State Plan for Career Education will be based on a comprehensive assessment of needs of students, educators, and the community. Data will be collected to establish needs of individuals and a variety of populations concerning their roles in career education. Procedures to be used in conducting needs assessment regarding career education include the following:

(a) Conduct a comprehensive needs assessment of secondary students for career education.

(b) Develop short-term and long-term goals for career education based on the assessment of need.

(c) Identify strategies, activities, and resources that can be used in achieving the short and long-term objectives.

(d) Develop a plan for evaluating the effectiveness of:

1) career education programs in local school districts;
2) career educational personnel training programs; and
3) the Statewide Plan.

(e) Develop plans for disseminating and replicating proven and valid career education practices and products throughout the State.

(f) Determine (initially) the funds that will be needed to implement the various components of the career education program.

(g) Establish the preliminary procedures for coordinating and correlating the career education activities being conducted and/or contemplated in post-secondary and adult education settings.

(h) Develop the preliminary strategy for implementing and administering the Statewide Career Education Plan by the Arkansas Department of Education.

FY 1977-78

(a) Conduct a comprehensive assessment of the career education needs of elementary students in Arkansas.

(b) Determine the extent to which career education activities and programs are operating in the Public Schools of Arkansas.

(c) Obtain the opinions of the non-education community concerning career education.

(d) Analyze the school personnel needs assessment data according to region, size of school, and personnel variables.

(e) Validate the draft of the State Plan for Career Education.

VII. RESOURCE IDENTIFICATION

Procedures to be used to survey and evaluate existing facilities and potential resources for use in the development and implementation of career education within the State include:

1. Surveying regional areas and local school districts concerning useful career education instructional materials, shared services and transportable activities.

2. Surveying to identify and then publicizing list of successful local career education practitioners.

3. Surveying to identify qualified university personnel for in-service training, all career education courses available within the State, career education materials and consultant services available from statewide agencies and organizations, consultant services available from SEA's to LEA's, assessment and evaluation services from the SEA and university system, mass media potential.

4. Providing guidelines for LEA's to conduct surveys and compile local guides to community resources.

5. Searching the literature through ERIC, RIE, AIM, and ARM (Educational Resources Information Center, Resources in Education, Abstracts of Instructional and Research Materials in Vocational and Technical Education) CCSSO, National Cooperative of Career Education and CEEB/ETS.

6. Surveying local, regional, and State Coordinators and reviewing local, regional, and State Plans in operation.

7. Researching BLIG for successful education systems and shared services, National Alliances of Businessmen, U.S. Chamber of Commerce.

During 1976-77 a document was produced which provides initial information. This publication will be updated and edited as needed.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Based on identified needs, plan pre-service and in-service development programs for teachers with higher education institutions, plan counselor pre-service and inservice programs, and coordinate planning for funding and selection of local career education coordinators. Implement strategies dealing with: the distribution of funds to LEA's, career education programs and instructional materials, identification of community resources, community involvement, and support of local school boards and school administrators.

Develop plans for evaluating the effectiveness of career education inputs for the five-year plan, evaluate progress in implementation, work with post-secondary and adult education representatives to coordinate career education activities.

IX. OTHER RESOURCES

Major divisions of the State Department of Education will be involved with the Advisory Committee. The department head of each division is the representative; each provides input into policies, procedures and activities, and the expertise of his experience and background to the Career Education staff at meetings, or informally upon request. The following are involved: Coordinator of Planning - Vocational Division, Coordinator of Career Orientation - Vocational Division, Coordinator of Guidance - Instructional Division, Specialist of Special Education - Instructional Division, Coordinator of Economic Education - Instructional Division, Coordinator of Elementary Education - Instructional Division, Coordinator of Secondary Education - Instructional Division, Specialist for Needs Assessment - Division of Federal Programs, and the Coordinator of Disadvantaged and Handicapped - Vocational Division.

X. DISSEMINATION

Copies of the State Plan will be duplicated and sent to all local school districts, institutions of higher education, major interested community, parent and student organizations, State Education Agency Divisions and the legislature. In addition, brochures describing the Plan will be disseminated.

I. IDENTIFYING INFORMATION

Project Title: Development of a State Plan for Career Education in California

Grantee: California State Department of Education

Project Director:
Paul N. Peters, Manager
Career Education Unit
State Department of Education
721 Capitol Mall, 4th Floor
Sacramento, California 95814
(916) 445-2575

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G0076004178	$40,262	7/1/76 - 9/30/77
1977	G007700983	$34,140	10/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

The Department firmly believes a State plan for career education should have the learner as its focus and be in a form usable by practitioners.

The broad purpose of the plan is to extend and improve career education throughout the State so that the career development potential of all individuals can be better achieved. The three thrusts or broad objectives to achieve the purpose of the plan are:

1. To provide guidelines and strategies for local districts and other educational agencies.

2. To incorporate and articulate career education goals at all levels of education.

3. To communicate the state of the art of career education.

IV. ROLE OF ADVISORY GROUP

An ad hoc committee for State plan development was convened during the summer months of 1977. Out of this effort came a draft of Volume I, the California Career Education Plan -- 1978-1983, and partial drafts of Volume II, Guidelines for School Districts and Administrative Provisions, and Volume III, Career Education Resource Guide. It is anticipated that Volume I will be the "master plan" to be adopted by the California State Board of Education early in calendar year 1978.

Plans are underway to form a larger, formal advisory council for career education by identifying an existing State advisory council and augmenting its membership to fully represent groups having a vested interest in career education in California. In addition, steps will be taken to ensure that anti-sex discrimination, anti-sex bias, and anti-sex stereotyping interests are represented.

V. ADDITIONAL INPUT TO PLAN

Copies of the Volume I draft will be distributed widely throughout California for comment. In addition, regional hearings will be conducted to accept comments, suggestions, and recommendations.

VI. NEEDS ASSESSMENT

California's design for a comprehensive State needs assessment includes:

1. A priority counseling survey of 100,000 California students (completed).

2. A Career Education Progress Profile (CEPP) survey of a representative sample of districts which will reveal, comprehensively, the status and needs of career education in the State's 1,100 school districts (to be completed in December, 1977).

3. A survey of a representative 1.2 percent sample (5,000) of the State's 404,620 employers (completed).

4. Informal surveys of representative groups (underway).

VII. RESOURCE IDENTIFICATION

Volume III of the plan, Career Education Resource Guide, will contain an extensive listing of resources that are available. A number of strategies will be employed to compile this part of the plan:

1. Identification of national sources of funds and data.
2. Collaboration with the State Industry-Education Council.
3. Collaboration with the California Association of Work Experience Educators (CAWEE) and other professional associations.
4. Survey of a random sample of 5,000 California employers.
5. Use of the State's California Manpower Management Information System to determine the need for manpower and manpower training.
6. Continued consulting with school-based and experience based models of career education.
7. Development of linkages with the military as a resource.
8. Use of State, regional, and local information data bases.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Both short-term and long-range planning is seen as a process occurring along a continuum. Objectives to reach goals are supported by activities which have a beginning and ending point or are continuous.

As mentioned in Section III, three broad objectives support the purpose of the plan, which purpose is "...to extend and improve career education throughout the state so that the career development potential of all individuals can better be achieved." The three broad objectives are: (1) to provide guidelines and strategies for local districts and other educational agencies; (2) to incorporate and articulate career education goals at all levels of education; and (3) to communicate the state of the art of career education.

Currently, six specific objectives exist which apply to the three broad objectives. More are anticipated to be developed. Short (1 year) and long (5 year) term plans to achieve objectives are displayed on charts which provide information on: (1) what is, (2) what should be, (3) objective, (4) activities, (5) evaluation, (6) responsibility, and (7) time line to achieve objectives.

IX. OTHER RESOURCES

Several units within the State Department of Education will participate in the development of the plan along its way to adoption by the State Board of Education. In addition, other key State agencies and bodies will be used as resources in the development and administration of the plan.

X. DISSEMINATION

The California Career Education Plan is considered a dynamic document, subject to continuous modification based on changing needs, rather than the result of a one-shot planning effort. For that reason, wide distribution is planned for the draft of the plan, the adopted plan, and subsequent revisions. Actual distribution will depend on need for specific career education information at the various levels -- policy makers and general interest (Volume I of the plan); administrators (Volume II); and teachers/practitioners (Volume III).

I. IDENTIFYING INFORMATION

Project Title:	Development and Validation of a Career Education State Plan for Colorado
Grantee:	Colorado Department of Education
Project Director:	Jeanne S. Werschke, State Coordinator for Career Education Roger Duncan, Assistant Director Colorado Department of Education 201 East Colfax Avenue Denver, Colorado 80203 (303) 839-2242

II. FUNDING INFORMATION

Federal Career Education Funds

Fiscal Year	Grant Number	Amount	Duration
1976	G007604334	$45,000	7/1/76 - 6/30/77
1977	G007701098	$48,000	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To improve the quality of instruction in Colorado schools and communities.

To provide a basis for describing career education that is generally accepted by educators and the general public in Colorado.

To present procedures for the operation of Career Education programs at the State level, including (a) providing technical assistance to local education agencies (LEAs) in the development of career education approaches, and (b) procedures for granting funds to LEAs.

To provide information prepared and validated locally that will assist local education agencies in developing and carrying out career education approaches including (a) obtaining community involvement in career education, (b) identifying needs, (c) program development, (d) selecting materials and activities, (e) identifying and utilizing community resources, and (f) evaluation.

To develop a plan that will encourage private businesses or government agencies to provide resources for the support of career education and present a structure that will enable such resources to be expended for career education purposes.

IV. ROLE OF ADVISORY GROUP

The Career Education Act provides for the establishment of a State Advisory Council for Career Education. The Council consists of 23 members appointed by the Governor which represent the geographic, economic, educational, social, occupational and ethnic population of Colorado. The State Coordinator serves as the Executive Secretary to the Council.

The duties and responsibilities of the State Advisory Council, as reflected in the Career Education Act, are as follows:

1. Stimulate and encourage, throughout the State, the establishment and promotion of career education.
2. Assist communities and organizations, within the State, to organize and create their own Career Education Advisory Councils.
3. Advise the State Board of Education and identify needs for funding, evaluation and implementation of new concepts for career education.
4. Read, review, recommend for funding and assist in the evaluation of all State proposals funded under the Career Education Act.
5. Advise and assist in the development and implementation of a State Plan for Career Education.
6. Advise the State Board of Education in carrying out its responsibilities as specified in the Career Education Act.

Additionally, the Council members consider their responsibilities to include their being active supporters of career education; that is, the Council is an "action Council." Included in Council member activities are:

1. Meeting with school superintendents and school board members throughout Colorado. The purposes of the meetings are (a) to assist local school districts in the development of integrated career education programs, and (b) to determine how the State Advisory Council can best support the implementation of career education at the local level.

2. Making recommendations to the Governor, the Commissioner of Education, the State Board of Education and the Joint Budget Committee. The Council bases its recommendations generally on information gathered from local school districts and communities on the status and needs of career education.

3. Encouraging and developing cooperation and commitment from the business and industry community. The Council works with the Colorado Association of Commerce and Industry and other associations in helping the business community to become more involved in education.

4. Utilizing all possible resources to increase public awareness and support for career education. The Council and its members work to help create an awareness of career education and its benefits to school and community programs.

V. ADDITIONAL INPUT TO PLAN

The plan was developed in draft form to be reviewed and improved or redirected by persons throughout Colorado who would be affected by the implementation of the plan. Through a series of 16 workshops, conducted throughout the State, over 170 persons read and commented on the plan. Several sections were developed solely from ideas or materials gained from participants.

The hosts for the workshops were directors of Boards of Cooperative Services (BOCS) or representatives from school districts. They were asked to invite persons from each school district and community in the area served generally by the BOCS.

Over 40 persons from local communities attended the workshops, including 24 persons representing business, industry or government agencies and 13 persons who identified themselves as parents. Others included students and Career Education Advisory Council members. Over 125 professional educators attended with a good balance represented among teachers, principals, counselors, school district administrators, BOCS staff and representatives from community colleges.

VI. NEEDS ASSESSMENT

During the 1976-77 school year the State Advisory Council for Career Education and the State staff have attempted to determine the career education needs of students, school districts and communities in Colorado. Several sources of information studies of other activities were utilized in determining statewide needs as follows:

1. A survey of Colorado's 181 school districts conducted by the State Career Education Advisory Council.

2. Examination of accountability reports submitted by all 181 school districts.

3. Indications from results of the pilot study conducted in 19 school districts. The purposes of the pilot study were to validate instruments and assessment procedures and to obtain early indications of the effects of career education programs supported by State funds. Approximately 1,200 students, 200 professional educators and 200 community members participated in the study.

4. Indications from results of an indepth study conducted in nine school districts. Utilizing instruments and techniques validated through the pilot study, the nine school districts assessed their own needs in career education. The communities in the study were representative of rural agricultural, rural mountainous, urban, urban-core city and suburban communities. Strong emphasis was placed on obtaining information from local business, labor and community representations. Personal interviews were conducted to obtain direct information from the local communities. Over 2,100 pupils, 300 educators, 250 community representatives, 120 business managers, and 60 laborers were represented in the study. Results obtained from each school district and community were analyzed for that community and discussed with local school representatives. The results were then compiled for the State and for sub-groups of communities and schools by sex of pupils, respondent group (community members, educators, pupils) and community type.

5. The deliberations of participants in 16 regional workshops attended by approximately 130 educators and 40 community representatives.

Upon completion of five studies, the State Career Education staff and members of the State Advisory Council analyzed all available assessment data and arrived at a statement of needs to be addressed by the State Career Education Office in 1977-78.

VII. RESOURCE IDENTIFICATION

The Career Education Resource Center searches for, collects, catalogs, evaluates and disseminates career education materials and information to educators throughout the State. Materials are classified as (1) teacher prepared, (2) commercially produced, (3) special projects, and (4) from business and industry. The Center distributes catalogs to each school building in Colorado describing over 1,000 career education units that are available.

Information about nationwide resources was obtained from (1) the Education Resources and Information Center (ERIC) Clearinghouse for Career Education, (2) the National Center for Career Education at the University of Montana, (3) the Office of Career Education, USOE, (4) the National Institute of Education, Education and Work Group, (5) the U.S. Chamber of Commerce, (6) the Council of Chief State School Officers, (7) the Education Commission of the United States, and (8) other private and governmental agencies.

Information about statewide resources was obtained through (1) the Colorado Association of Commerce and Industry, (2) the ERIC Center, Northern Colorado Board of Cooperative Services, (3) the State Facilitator project, funded through ESEA Title IV C, (4) the Colorado Career Information System, and (5) other private and governmental agencies.

Several sources of funding were identified, including (1) the State Career Education Program, (2) ESEA Title IV B and C, (3) the U.S. Office of Career Education, (4) Bureau of Education for the Handicapped, (5) private foundations, (6) local school districts, and (7) other agencies or foundations.

VIII. OTHER RESOURCES

Several programs within the Colorado state governmental agencies are related closely to career education and communication is maintained within and among these agencies. Included from the Colorado Department of Education are (1) community education, (2) guidance and counseling, (3) adult education, (4) ESEA Title IV, which sponsors several career projects, (5) the statewide talent bank, (6) project ACCESS, which provides assistance to teachers and administrators in securing needed information, (7) special education programs, (8) gifted and talented programs, (9) the State library system, and (10) others having career education components.

The Departments of the State Board for Community Colleges and Occupational Education operate many career related programs including occupation education programs in almost all of the high schools of Colorado, a Career Education Mobile Unit that visits local school districts, career guidance programs, strong career programs in State supported community colleges and an experience based career education project operating in four districts.

Colleges and universities work through the State Career Education staff members in setting up inservice courses in career education and providing assistance to local school districts.

The State Advisory Council provides avenues for coordination of career education activities at many levels. It is made up of representatives from a wide variety of governmental, business, community and educational sectors; included are representatives of the State legislature, agri-business, industrial concerns, parents, private education, students and educators at many levels.

IX. SHORT-TERM AND LONG-RANGE OBJECTIVES

For 1977-78, the objectives are (1) to maintain and strengthen the State Career Education Resource Team, the Statewide Career Education Resource Center and the State Career Education Advisory Council; (2) to conduct 16 regional workshops on the implementation of the State Plan for Career Education; (3) to develop comprehensive State dissemination and evaluation plans; (4) to conduct a statewide career education needs assessment in the lower elementary grades and (5) to carry out projects supported by State Career Education funds.

The long-range objective is to assist schools and communities in carrying out programs which will help each person reach the learner outcomes presented in the State Plan. Specifically, the plan for 1981-82 provides the following objectives:

1. Identify gaps in information and assess needs at all levels as indicated.

2. Continue full services through the maintenance of the Resource Center, Resource Team and the State Advisory Council.

3. Provide technical assistance to all communities and school districts upon request.

4. Maintain full coordination of all State level activities for governmental and private agencies.

X. DISSEMINATION

The major dissemination efforts will include (1) conducting 16 regional workshops in the utilization of the State Plan with all schools encouraged to participate; (2) presentations to groups of teachers, counselors, special education staff members, administrators, board members and community members and (3) articles in Education Colorado and newsletters of professional groups.

I. IDENTIFYING INFORMATION

Project Title:	The Development of a Connecticut State Plan for Career Education
Grantee:	Connecticut State Department of Education
Project Director:	Saul H. Dulberg Connecticut State Department of Education State Office Building P.O. Box 2219 Hartford, Connecticut 06115 (203) 566-5287 Caroline M. Smith, Project Manager (203) 566-5287

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604337	$47,850	7/1/76-6/30/77
1977	G007701096	$35,018	7/1/77-6/30/78

III. PURPOSE OF STATE PLAN

To indicate the activities that will be undertaken under the leadership of the State Department of Education to assist local school districts in initiating, expanding, or improving learning experiences that will develop the career education concept for all students at all levels of learning.

IV. ROLE OF ADVISORY GROUP

On the premise that a plan of action is only as good as the competency of those who will be responsible for its eventual delivery, and on the further premise that the merits of a plan are strengthened by an early involvement of those who will be responsible for its activities, a strong advisory group must be established to provide input and review of the action plan and to assist in its delivery as well as to participate in the formative and summative evaluation activities. Accordingly, an advisory group is being developed that represents a wide range of populations, some of whom heretofore have only been peripherally involved in education, such as representatives of business, labor, industry, the professions, parents and students, government, civic and social agencies. These representatives are added to the populations who are traditionally responsible for education, e.g., board of education members, superintendents, administrators/supervisors, teachers, and guidance staff members.

V. ADDITIONAL INPUT TO PLAN

Additional input to the Connecticut State Plan has been provided by the provision of draft plans from other States.

Representative members of the Connecticut State Department of Education as well as the State Board of Education are participating in the development and review of the plan. Legislators on national, state and local levels will be involved in reviewing the plan and will accordingly have input into the final version.

IV. NEEDS ASSESSMENT

Under phase I of the development of a State plan the career education learner outcomes considered most appropriate for Connecticut were ascertained. These items were then incorporated into an instrument for assessing the current status of career education among the students of Connecticut. A contract in excess of $100,000 was issued to National Evaluation Systems, Inc. of Amherst, Massachusetts to develop and complete a "needs assessment" program paralleling the National Assessment of Educational Progress (NAEP) in Basic Education Skills.

This Connecticut Assessment of Educational Progress in Career Education (CAEP:CE) is providing the foundation for activities to be undertaken through the proposed State Plan for Career Education. An additional assessment of needs will be available through a Status Report of Career Education in Connecticut. This survey will identify the organization and procedural needs that exist in the State: needs such as the development of Community Education/Work Advisory Councils within local school districts, the learning levels that seem to require greater impact by career education, the extent of in-service training currently prevalent in the school districts and the need for initiation, expansion or improvement. All school districts in the State of Connecticut are submitting local action plans for Career and Vocational Education to the State Department of Education. The information derived from these plans will assist the identification of statewide needs to be addressed in the State plan.

VII. RESOURCE IDENTIFICATION

The Connecticut State Plan for the Development of Career Education will identify the facilities, literature, media materials, human resources and cooperating agencies available for the development and implementation of career education. Search facilities, regional and local Career Education Resource Centers, annotated bibliographies, media-catalogs, State, regional and local programs and curricula material resources, as well as cooperating teacher training institutions will be identified. Search capabilities for resources from other States will be identified in the plan.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Objectives immediately doable will be identified for short-term activity. However, the achievement of most objectives will require the phasing of such action into both short and long-term planning. Activities such as further development of Regional Career Education Resource Centers, the initiation, expansion or improvement of pre and in-service training programs, the expanded involvement in career education by teacher training institutions, greater participation by non-traditional agents for education, the development of legislative liaison and legislation for career education are identifiable as possible short-term goals and objectives. The achievement of some other objectives, however, is limited by the existence of constraints which will require longer term plans. The institution of formative and summative evaluation procedures will require both short and long-range planning.

IX. OTHER RESOURCES

A survey has indicated that there exist in the State 148 agencies that are directly or indirectly concerned with education. Leadership representatives of these agencies are invited to assist in the development and delivery of career education. An effort will be made to make these agencies aware of career education, have them gain a thorough understanding of the concept, and hopefully, convince them to make commitment to career education.

X. DISSEMINATION

The final approved plan for career education will be available for dissemination in digest form, as well as in its complete form. It is anticipated that the "highlights" of the plan will be distributed to all school districts in the State, and to others requesting copies. Distribution will be made to the State Coordinators of Career Education and to the many organizations and agencies that have participated in the development of State Plan.

I. IDENTIFYING INFORMATION

Project Title:	Career Education State Plan Development
Grantee:	Delaware Department of Public Information
Project Director:	Randall L. Broyles, Assistant State Supervisor of Instructional Services Department of Public Instruction Townsend Building Dover, Delaware 19901 (302) 678-4645 Rachel Schweitzer, Assistant Director (302) 678-4681

II. FUNDING INFORMATION

	Federal Career Education Funds		
Fiscal Year	Grant Number	Amount	Duration
1977	G007700936	$46,095	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To provide (1) Delaware's Position Statement with a definition and conceptual base of career education, (2) a statement of needs, (3) listing of accomplishments, (4) assessment of existing programs, (5) short and long-range goals and objectives, (6) strategies, activities, and resources to be utilized in implementing short and long-range goals and objectives, (7) plans for evaluating the effectiveness of and extent to which goals and objectives are attained, (8) funding needed to implement components of the plan, (9) implementation plan, (10) guidelines for LEA's to develop their local short and long-range plans, and (11) management plan to be implemented and administered by the SEA.

IV. ROLE OF ADVISORY GROUP

The 39 member council appointed by the Project Director, Dr. Randall Broyles, represents teachers, counselors, administrators, students, parents, the State Education Agency, and higher education. It was organized in August, 1977 to: provide advice in establishing goals and objectives, review materials, provide suggestions for strategies to help meet career education needs, be a source of opinions and advice, and a means of informing various publics about career education, secure support for program development and assist with the review and critique of the State Plan.

V. ADDITIONAL INPUT TO PLAN

A public Hearing will be held and all Delaware residents will have the opportunity to review and comment on the plan.

VI. NEEDS ASSESSMENT

A state-wide needs assessment involving 10% of the Delaware students in grades 3, 6, 9 and 12, 10% of teachers, counselors, administrators, and a random sampling of recent secondary/post-secondary graduates, parents, governmental agencies, business, labor, and industry will be conducted during November. Delaware is adapting the Wisconsin instruments to meet Delaware's assessment needs. The instruments will measure needs related to the elements and outcomes identified by the United States Office of Education and are expected to identify the degree of need related to each element. The needs assessment instruments were validated by field testing both in Wisconsin and Delaware.

The data from the assessment will provide information for:

(1) Development of State-level goals for career education

(2) Resources development

(3) Prioritizing areas of needs for implementing career education programs.

VII. RESOURCE IDENTIFICATION

Procedures for Surveying Existing and Potential Resources from across the United States that could be used to develop and implement career education within the State:

(1) Review instructional career education materials developed as a result of Career Education projects funded through the United States Office of Education.

(2) Review ERIC's Basic Documents on Career Education.

(3) Review EPIE volumes I and II.

(4) Through National Network for Curriculum Coordination in Vocational-Technical Education (NNCCVTE), conduct a search for current information regarding material development.

(5) Review "Key Resources in Career Education" produced by NIE.

(6) Review the Ohio State University publications catalog for possible selections of materials.

The bibliography will be included in the Delaware Career Education State Plan, and will be used to determine curriculum to be adopted/adapted or developed.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The needs assessment will identify needs of the populations to be served.

Until the results of the assessment are interpreted, Delaware cannot realistically project the short and long-range objectives.

IX. OTHER RESOURCES

The Instructional and Vocational Divisions of the Delaware Department of Public Instruction are under the administrative responsibility of the Project Director, who will request input from personnel of the two divisions for the State Plan development.

X. DISSEMINATION

Copies of the Delaware Career Education State Plan will be distributed to the local education agencies, institutions of higher education and other interested persons.

I. IDENTIFYING INFORMATION

Project Title:	State Plan for Career Education for the District of Columbia
Grantee:	D.C. Public Schools
Project Director:	Bessie D. Etheridge, Director Career Education Unit 415 12th Street, N.W., Room 903 Washington, D.C. 20004 (202) 724-4144

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604186	$45,000	7/1/76 - 6/30/77
1977	G007700899	$47,145	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To provide an effective delivery system for career education in all schools of the District of Columbia, K-12, which provides a blueprint for all elements necessary for successful implementation including:

- centralized administration
- coordination of all efforts
- establishment of goals and objectives
- clarification of roles
- curriculum development
- staff development
- community involvement

- implementation strategies
- evaluation design, assessing the impact of the program
- systematic management
- dissemination procedures

IV. ROLE OF ADVISORY GROUP

The Career Education Advisory Council, a group of thirty, representing education, business, labor, the professions, the arts and humanities, parents, students, industry, special education programs, the teacher's union, labor unions, the Federal government and the lay community, was recruited by the director in the fall of 1976 and activated in November. The functions of the Council include the following:

1. Assist the Director and Task Force in the development of a State Plan for Career Education.
2. Identify community resources for the program.
3. Assist in the dissemination of information to the community.
4. Participate in the development and interpretation of the results of the needs assessment.
5. Provide input into the development of goals and objectives for career education with attention to the needs of special groups: the handicapped, women, the disadvantaged.
6. Advise the Task Force as to the adequacy of existing curriculum to meet identified needs.
7. Serve as advocates of career education.
8. Provide the link between the educational system and work.

V. ADDITIONAL INPUT TO PLAN

In addition, local institutions of higher education contribute to the linkage by providing valuable assistance in the area of staff training.

VI. NEEDS ASSESSMENT

During 1976, a citywide needs assessment was conducted at grades 3, 6, 9, 10, 11, 12 in a random sample drawn from students in the six regions of the city, central administration, teachers, principals, guidance counselors, parents/guardians, dropouts, employers, and the community at large. The sample included the bilingual and the handicapped in the public schools. Seven instruments were used; the parent/guardian form was available in Spanish and English.

The expanded needs assessment, conducted in August - September, 1977, included Spanish-speaking parents not previously surveyed as well as students from a parochial high school for girls and their parents and handicapped students from a private school and their parents.

Total persons included in the survey: 400 elementary and 500 regular secondary students (including parochial), 100 secondary (dropouts), 450 parents/guardians, 100 employers, 150 teachers/counselors, librarians, principals, and 100 central administration personnel.

Data from the instruments are being used in the development of: goal statements, objectives, scope and sequence statements, in-service program, determination of priorities and implementation strategies.

VII. RESOURCE IDENTIFICATION

Though resource identification is an ongoing process, the following procedures were used in developing the basic document which will accompany the State Plan: review of all existing local listings of persons, organizations and public facilities committed to working with schools; review of existing career resource centers in regional centers and academic high schools; survey of resource centers in institutions for continuing education; review of published data on resources - ERIE, CSSO, ARM, RIE; survey of local agencies - Federal, District; review of lists of organizations and employers; recruitment of resources for all fifteen clusters; and amendment of local instructional materials list to include recent publications.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Based upon identified needs, goals for the program in the District of Columbia include the following areas: administration, staff and community development, instructional materials, curriculum, implementation and evaluation.

The overall goal of the State Plan is to support the overall goal of infusing career education concepts, knowledges and skills into the ongoing instructional program of District of Columbia Schools, K-12, for all students in all grades and content areas, in coordination with the stated goals of the school system by 1983.

Short-Term Goals 1978-79

Administration: establish an organizational design for the administration of the Career Education thrust including the identification of a "State" Career Education staff; designate the State Coordinator of Career Education and identify role, location, funding; designate a Career Education Team; establish communication network and reporting design; select a region for initial implementation; identify an Advisory Council; and develop and implement an infusion design for the region.

Staff Development: review the plan for inservice; develop and implement the in-service design for the selected region, central administration and the community.

Instructional Materials: distribute materials to all schools in the target region in response to need.

Curriculum: reproduce and distribute curricula to selected region; revise and reproduce curricula beginning May, 1979, community resource lists, beginning in April, 1979.

Implementation: implement career education K-12 in all schools in the selected region beginning October, 1978; render technical assistance.

Evaluation: complete an evaluation for the program; evaluate the program.

Long-Range Goals 1979-83

Administration: revise the infusion design as needed.

Staff Development: revise the staff development design as needed; implement the design in the five (5) remaining regions.

Instructional Materials: procure and distribute materials to all schools in the remaining regions (5); update materials list annually; update community and national resource lists annually.

Curriculum: revise and develop curricula as needed; distribute curricula to the remaining regions (5).

Implementation: implement career education, K-12 in all schools in the remaining regions (5), on a phasing plan.

Evaluation: revise evaluation design as needed; conduct evaluation in all regions.

Evaluation of the one and five year plans will center about the success of the implementation process in specific areas concerned with the development of competencies in youth and the efficiency of the instructional staff. These goals include: information for all youth regarding career options, the exclusion of sex-role stereotyping as well as racial and ethnic bias, progress in effecting collaboration between educational systems and business, industry, labor, government and the community at large, adequate curricula and instructional materials to insure validity and realism throughout the program, and effective management of the total effort.

IX. ADDITIONAL RESOURCES

The career education thrust will enjoy input and support from all divisions of the school system including special education, pupil personnel services, vocational education, and the bilingual program as well as services to teachers and students afforded to all by the Office of Instruction, D.C. Public Schools.

X. DISSEMINATION

Copies of the completed Plan will be distributed to school officers, regional personnel, the Advisory Council, institutions of higher education, all branches of the District of Columbia Public Library and interested local agencies.

I. IDENTIFYING INFORMATION

Project Title:	Development of a State Plan for Career Education in Florida
Grantee:	Florida State Department of Education
Project Director:	Margaret Ferqueron, Coordinator of Career Education Florida Department of Education J & B Building Tallahassee, Florida 32304 (904) 488-3860

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604176	$46,500	7/1/76 - 6/30/77
1977	G007700956	50,000	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To develop, implement, and evaluate a comprehensive State plan for career education to guide LEAs and the Florida Department of Education in the assessment and coordination of career education efforts K-Adult. To maintain and utilize the established advisory group (broadly representative of the various segments of Florida's citizenry affected by career education). To conduct the statewide survey of student needs assessment. To conduct a district-by-district assessment of personnel training needs. To continue a State and national search for career education strategies, learning materials, personnel and programs that have demonstrated efficacy. To continue to identify and cultivate the support of key business, labor. industry, community, parent, and legislative leaders. To maintain and improve established communication vehicles among career education leadership statewide. To implement and revise, as necessary, the management plan for career education 1978-83.

IV. ROLE OF ADVISORY GROUP

A thirty-member advisory council, organized into an executive committee, three standing committees and various ad hoc committees, serves as a forum for the Department of Education on matters relating to career education. They assist in the goal setting process and help to prioritize objectives. Advisory Council members are appointed by the Commissioner of Education and represent business, industry, labor, parents, legislators, counselors, occupational specialists, vocational education, academic education, LEA career education directors, State and governmental agencies, community colleges, universities, teachers and students. The Advisory Council was organized in November, 1976 to accomplish the following objectives:

1. To serve as a forum for the Department of Education on matters relating to career education and to review objectives and goals of career education in Florida.
2. To serve as a catalyst in bringing about cooperation among all agencies concerned with career education.
3. To become and remain familiar with career education needs and programs in the State.
4. To encourage the implementation of needed career development programs in the State, including programs to serve disadvantaged and handicapped students.
5. To receive, review, and recommend action on career education programs, projects, and activities being proposed.
6. To assist in seeking needed local, State, and national action to assure high quality career education in the State; including funding.
8. To assist educational agencies with public information programs related to career education.
9. To render advice on curriculum content.
10. To advise concerning the kinds of facilities and equipment needed for appropriate training within a particular career cluster.
11. To provide established lines of communication between education systems and their communities.

V. ADDITIONAL INPUT TO PLAN

A fifteen member advisory council, made up of local career education directors, community college and university personnel, meets quarterly to provide technical assistance in the state plan developmental process. All advisory council meetings are open to the public and are held in the five geographic regions of Florida to maximize chances for public input.

VI. NEEDS ASSESSMENT

During 1976-77, the Florida Department of Education contracted with The Center for Vocational Education, Ohio State University, to conduct an assessment of student needs in career education. This study was initiated to meet the requirements of the Office of Education to effectively plan career education. A statewide pilot survey of career education needs as perceived by Florida educators was conducted. From the results of the study, the Florida Department of Education obtained the following information about programs which embody career education elements as perceived by educators involved in these programs: (1) the relative priority of 10 national learner outcomes in the State of Florida, (2) critical student need areas, (3) student needs which are being met most successfully by current programs, (4) the program areas which most need improvement, and (5) differences in the perceptions of needs among groups of educators.

A statewide survey of student needs and program needs was conducted. A survey instrument was mailed to a sample of 667 Florida educators, including teachers, counselors, principals and career coordinators. Respondents rated the actual attainment and the desired priority of the student needs. Both general and more specific information about needs was collected. A total of 354 respondents completed the survey.

This study was conducted as a pilot study with a relatively small sample. It should be noted that the sample of individuals surveyed was not representative of all educators in Florida. The results represent the views of selected educators who have been actively involved in career education. It should also be noted that the results are based on educators' perceptions of critical needs rather than objective tests of students' competencies. Therefore, the results should be viewed as indicators rather than absolute declarations of need.

The highest priority national learner outcomes in Florida are Basic Academic Skills, Work Habits, and Work Values. The most critical student needs concerned students' ability to accept responsibility, understand how self-concept influences success, value the importance of setting career goals based on self-knowledge, find jobs, consider alternatives when making career decisions and view career options independent of sex-role stereotypes.

The student needs which are being met most successfuly by current programs are in the areas of Career and Self-Awareness and Basic Academic Skills. The greatest proportion of students in Florida (from 50 to 75 percent) can perform the following high priority skills: describe different careers, relate information about themselves to career choice, describe how basic skills are used in careers, work independently, and find career information.

The most critical program needs are in the areas of Infusion of Career Education in general education subjects, Comprehensive Career Guidance, Counseling, Placement and Follow-Up, and Inservice in Career Education for all Educators. The highest priority specific program needs concern: integrating career education in basic subjects, providing special career guidance for students with negative attitudes, providing some career counseling for all students, providing special career guidance for students with special needs, and providing units on career education within existing courses.

There was considerable agreement among teachers, counselors, principals and career coordinators in their selection of the highest and lowest priority program needs. There was greater difference of opinion in the medium priority range.

During 1977-78 random samples will be selected from among Florida's (1) students K-12, (2) parents, (3) business and industry representatives, (4) community colleges, (5) universities and (6) post-secondary and adult education centers. Ad hoc advisory council committees will assist with the sampling procedures to be used and in the selection of instruments. All data will be collected during the Spring of 1978. When the data from all needs assessments are analyzed and made available, it will be used by the State Career Education Advisory Council, Florida State Department of Education personnel, and career education practitioners at the local level, to identify and examine areas of career education which exhibit the greatest degree of need. This would include such activity as: (1) revision of State goals and objectives for career education to reflect strengths and weaknesses revealed by the various needs assessments, (2) establishing priorities in the allocation of resources, and (3) providing sound basis for continuing program planning processes in career education statewide and at all educational levels.

Information obtained through the needs assessments will be updated as deemed necessary by the Advisory Council and career education practitioners at all levels -- or as needed to develop new long and short-range goals and objectives for career education in Florida.

VII. RESOURCE IDENTIFICATION

Florida's long involvement in career education has produced a wealth of both human and material resources. Many new textbook adoptions have resulted in the inclusion of career-related materials in new basic textbooks in the regular academic disciplines. All 67 of Florida's school districts have developed and implemented a plan for career education - and identified resources. In order to assure that those resources are kept available for use by interested persons, four measures were taken during 1976-77: (1) Additional funds were provided to the Career Education Curriculum Laboratory, Florida State University, for the purpose of publishing a newsletter relating to, among other things, new resources becoming available in career education, (2) Career education resources available through the five regional offices were reviewed and updated, (3) Commercial exhibitors were invited to display their material at the Statewide Career Education Conferences, (4) Research materials were made available to interested individuals through FERIC, ERIC, AIM, ARM, RIE, CCSSO, NCCE, NIE, ARMED FORCES, NAB, CETA, Chamber of Commerce and governmental sources.

During 1977-78 all services mentioned above will be continued and three new sources will be added: resource guides for business and industry, career education personnel, and an updated Buyer's Guide for commercial materials.

All will be disseminated statewide in an effort to get local school personnel to utilize resources identified in or near their school district. The Buyer's Guide can be utilized to encourage Media Specialists to purchase career-related materials in school media centers and District media centers.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Both short-term and long-range objectives for 1976-77 were based on the results of a survey taken in 1975. That survey indicated the need for an Advisory Council, more DOE personnel to provide LEAs with technical assistance in career education, a statewide assessment of student needs, an assessment of personnel training needs K-16, continuing identification of resources, both material and human, business, labor, industry, parent and legislative support, and improved methods of communication between career education practitioners and key DOE personnel. Those same broad goals were identified as continued needs in 1977-78. However, some twenty-two specific objectives were identified for accomplishment in 1977-78:

1. Revise the current Career Education in Florida position paper.
2. Send a memo to each District Superintendent, Community College, and University President, emphasizing the importance of the career education concept and its infusion into existing curricula.
3. Remake video tape for educational TV consumption which depicts the Commissioner discussing career education and its relevance to current curricula.

4. Host a career education conference for District Superintendents for Curriculum and appropriate community college and university personnel.

5. Submit an article to each major educational publication produced in, by, and for educators in Florida.

6. Encourage school districts to implement a planning procedure which involves cooperation between career education and all disciplines.

7. Recommend that each school district, community college and university have a career education contact person appointed by the appropriate authority.

8. Require each Division Director to appoint a Division Coordinator for career education.

9. Require each Division Director to appoint Regional Career Education Consultants (in Division of Vocational Education) and a sub-advisory council (Division of Community Colleges and Division of Universities) to serve under the Division's representative on the State Career Education Advisory Council.

10. Seek State legislation to support career education.

11. Keep all local districts informed concerning matters relating to the impact of pending Federal legislation on Career Education in Florida.

12. Seek the support of local school boards, parent and teacher organizations for career education.

13. Encourage local districts, community colleges and universities to develop five year plans for implementation of career education 1978-83.

14. Require local districts, community colleges and universities to develop career education concept papers which reflect State, local and institutional educational priorities.

15. Examine career education concepts as they relate to the new Florida functional literacy tests to be given in grades 3, 5, 8, and 11.

16. Hold regional workshops to increase awareness and orientation to career education concepts as they relate to all disciplines.

17. Plan programs which will impact members of all Florida's educational organizations.

18. Hold career education workshops for Florida Department of Education personnel.

19. Seek further, more meaningful involvement of business, industry, labor, civic and professional organizations in the evolution of career education at all levels.

20. Examine options for the evaluation of career education planning and implementation procedures - and student outcomes.

21. Encourage the Commissioner to request that State monies provided for career education at the District level be utilized for that purpose rather than for other educational needs.

22. Assess the current (1977-78) operational level of career education in Florida's 67 school districts.

IX. OTHER RESOURCES

Resources of all major functions of education will ultimately be brought to bear on problems in career education as each major division comes to full realization of the implications of full implementation of career education concepts K-16 and Adult. Each division is represented on the State Career Education Advisory Council and these representatives serve as communications links with their peers. A close liaison between EPIC (Educational Progress in Careers) and FCEE (Florida Council on Economic Education) is serving as a vital link with the educational "movers and shakers" in business and industry. All factions are invited to provide input into policies, procedures and career education activities. EPIC/FCEE Evaluation Committees are also being organized in local school districts.

X. DISSEMINATION

The Florida Provisional Plan for Career Education has been completed and disseminated to all 67 school districts, the community colleges and university systems. Since the plan for 1976-77 was "provisional" all factions involved will have an opportunity to provide input into the final plan sometime during 1977-78. All members of the State Advisory Committee have the opportunity to take the State plan to the groups which they represent and provide collective input from their peers. This plan should involve all parties in the planning process.

I. IDENTIFYING INFORMATION

Project Title:	Proposed Planning Grant to Continue Development of a State Plan for Career Education
Grantee:	Georgia Department of Education
Project Director:	H. Titus Singleterry, Jr. Associate Superintendent for Instructional Services 255 State Office Building Atlanta, Georgia 30334 (404) 656-2556

II. FUNDING INFORMATION

Federal Career Education Funding

Fiscal Year	Grant Number	Amount	Duration
1976	G007604179	$40,000	7/1/76 - 6/30/77
1977	G007700957	$48,000	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To increase the effectiveness of the Department of Education's management in linking career education with other program areas and identifying useful resources in these areas in order to serve local education agencies effectively; to assist local education agencies in planning for and implementing career education at all grade levels.

IV. ROLE OF ADVISORY GROUP

The Career Education Advisory Committee is made up of 20 subcommittees representing 20 areas of the Department. The total committee has 160 members, approximately 8 per group. The Career Education Task Force members provide leadership to these committees. The CETF was established by the State Superintendent of schools in April, 1975 to determine the direction which career education would take.

Each subcommittee is charged with the development of that portion of the mini-plan and resource guide which relates to the area of expertise. For example, the guidance subcommittee will develop the guidance mini-plan and their portion of the resource guide. Mini-plans and guides will be combined later to become the State Plan for Career Education and a Resource Guide will have sections removable for classroom teacher use.

V. ADDITIONAL INPUT TO PLAN

In order to field-test the mini-plans and resource guides, teachers in the various subject areas will use these in the classroom and make recommendations for improvement. Hearings will also be held throughout the State to gain input from the public.

VI. NEEDS ASSESSMENT

Needs assessments are done locally with the assistance of State staff members. Four materials are used in the local needs assessments. They are:

Needs Assessment Package: A detailed manual for involving community groups in analyzing needs and prioritizing goals.

Resource Guide for Staff Development and Adoption/Adaptation: A planning guide for LEAs implementing change, including detailed description of needs assessment, goal statement.

"A System's Approach to Staff Development": A six-part TV series and guide carrying graduate credit through the University System. The series follows the needs assessment and planning process outlined in the Resource Guide.

Utilization Guide for Georgia Statewide Test Scores: A manual to assist teachers and administrators in interpreting and using the results of statewide testing.

These manuals and materials are used in conjunction with regional workshops held on assessment and planning for improvement to meet assessed student needs. To date, over 90 percent of Georgia's 188 LEAs have conducted local needs assessments and implemented SDE approved plans for improvement. Consistently these local assessments, involving local community, staff, and student representatives, indicate basic skills and career education as having high priority value.

At the State level, assessment is of a slightly different nature. The purposes of State-directed needs assessment are to:

1. determine the nature of student needs in order to plan program development and improvement;
2. assess Statewide progress toward meeting career education needs and identify areas where concentrated efforts are needed;
3. stimulate program implementation in areas of assessed need;

The Statewide Testing Program which previously assessed only reading and mathematics has been expanded to include career development.

Georgia's goal statements of career development have been translated into specific learning outcomes for various age groups as measured by the Georgia Statewide Testing Program, administered in all schools throughout the State at grades 4 and 8. Educational Testing Service, under contract with the State Department of Education, has developed a series of criterion-referenced tests to include the measurement of student progress toward the career development goals and objectives. Test items measure knowledge and skills in the areas of self, work and occupations, education, and decision-making. The tests were administered statewide in the spring of 1976 and 1977.

Local systems as well as the State Department of Education have these results available to use in planning instruction in the area of career development. Career development tests will be administered at grade 10 in the spring of 1978.

VII. RESOURCE IDENTIFICATION

Through the facilities of the Education Information Center, the career education expertise of the Program Development and Diffusion staff and their current function of gathering and assessing information regarding potential career education resources, and the CESA Facilitator Resource Center, the network is in place for full-scale utilization of national resources in career education. Funds from the planning grant are used to identify existing program gaps and potential resources for filling those gaps. A team of staff members from the Education Information

Center, the Program Diffusion Unit, CESA Facilitator Projects, and LEAs will meet to determine how existing efforts might be improved to increase the identification and utilization of career education resources both across the nation and within the State. The existing process already assures the surveying of resources from across the nation. One objective of the planning grant is to assess the resource identification and dissemination operation and plan for its improved functioning in the area of career education.

Another of the objectives of the project is the identification or program, teacher and student career education materials at all levels K-12 and for all areas for which mini-plans are being developed. The staff of the Education Information Center within the Georgia Department of Education has conducted a search of State and national materials and will establish criteria for the initial screening of these materials. Materials that meet pre-established criteria will be forwarded to the appropriate mini-plan subcommittee for a more strenuous criteria review.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Short-term objectives include the development of the State plan through the use of mini-plans developed by appropriate subcommittees from the advisory group. Resource guides will correlate with the mini-plans to produce 28 removable sections for classroom teacher use. Field-testing of plans and guides is occurring at the present time. Strategies, activities and resources for implementing the State plan are currently being developed. Curriculum guides will be re-written to reflect the career education concept and strategies are being developed for overcoming stereotyping of career opportunities by race or sex. Staff development strategies for those who will implement career education are planned as are strategies for involving the business - labor - industry - professional - government communities in career education.

Long-range objectives include the creation of local system perception of the need for career education, providing assistance to local systems in terms of implementing the career education concept in the classroom, revising current policies and procedures to insure the inclusion of the career education concept, promoting educational change toward career education through adoption/adaptation and demonstration sites, and evaluating the extent to which career education has been implemented at the building level.

IX. OTHER RESOURCES

Department-wide staff is involved in the shaping and implementing of the career education State Plan. The following areas are actively involved: Administrative Leadership, Adult and Vocational Education, Adult Education, Early Childhood, Fine Arts, Math, Science, Social Studies, Staff Development and Teacher Education, Special Education, State Schools, Foreign Languages, Media Services, Migrant Education, Public Library Services, Publications and Information, Language Arts, Health, Physical and Driver Education, and Guidance.

X. DISSEMINATION

Dissemination efforts to date, with respect to the various state mini-plans and resource guides, are largely carried out by each of the subcommittees of the Task Force. Copies of the mini-plans and resource guides have been reproduced and distributed to key persons throughout the state for review and/or trial implementation. The Migrant Education subcommittee, for example, is building its staff development program this year around its mini-plan. Plans call for continuation of this distribution and an organized piloting. The latter effort has been delayed by the resignation of the Task Force chairman (who was also the project director).

Another level of dissemination has involved project staff meeting with the Governor's Task Force on education and the State Educational Improvement Council, which is composed of several key legislators, community and educational leaders. At the request of this group, information was prepared for legislative education and appropriations committees concerning costs of implementing the state plan. The Improvement Council made a strong recommendation for state funding for career education.

General dissemination of career education resources and materials has been facilitated through the Department's Education Information Center, CESA facilitator network, and R and D utilization center. The latter is an NIE-funded effort involving three CESA areas. To date, some 18 local systems in these three areas have selected career education products for adoption or adaptation in their schools. Numerous other systems in the other 13 CESA areas are also utilizing facilitator funds to implement career education. In addition some 45 systems, some of which are not even receiving special funds, are implementing comprehensive career guidance model programs.

I. IDENTIFYING INFORMATION

Project Title:	Development of a State Plan for Career Education in Hawaii
Grantee:	Hawaii State Department of Education
Project Director:	Wah Jim Lee, Administrator Student Personnel Services Section Assistant State Coordinator for Career Education Department of Education 1270 Queen Emma Street, Room 902 Honolulu, Hawaii 96813 (808) 548-4029 Joanne Katsuyama, Project Planner (808) 548-2824

II. FUNDING INFORMATION

Federal Career Education Funding

Fiscal Year	Grant Number	Amount	Duration
1976	G007604168	$40,000	7/1/76 - 6/30/77
1977	G007700952	$53,682	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To set the direction and structure resulting in an integrated and articulated Career Education program. To outline the systematic and sequential steps for the implementation of the Career Education concept as outlined in the Hawaii Career Development Continuum. To establish short and long-range goals and strategies to be used. To develop a Career Education delivery system which will provide for administration, guidance, instruction, support, and evaluation functions. To define the roles and responsibilities of the Department of Education and cooperating agencies in the community leading to the harmonious integration of Career Education in the on-going instructional programs of the schools.

IV. ROLE OF ADVISORY GROUP

The twenty-seven members of the Advisory Committee for Career Education in Hawaii were appointed in 1976 by State Superintendent Charles G. Clark. The members represent a cross-section of the community including business, industry, labor, parents, teachers, counselors, students, the Department of Education, institutions of higher education, vocational education, and other State agencies (Office of Economic Opportunity, Department of Labor and Industrial Relations, Governor's Commission on Manpower and Full Employment).

The functions of the Advisory Committee include:

1. Providing overall guidance and direction for the development of the State Plan on Career Education;
2. Reviewing the proposed State Plan during its developmental phase and providing direct input into its formulation;
3. Accepting the State Plan and submitting it to the Superintendent and Board of Education for approval.

V. ADDITIONAL INPUT TO PLAN

Additional input into the State Plan is made by State Program Specialists, Curriculum Specialists representing every district in the State, and school Advisory Councils.

VI. NEEDS ASSESSMENT

Several statewide needs assessment surveys conducted in recent years indicated the need for improving programs and services for the career development of students. A guidance needs assessment survey showed that out of five polled target populations (students, parents, teachers, counselors and school administrators) the students were the most negative about the Department of Education's guidance and counseling program. Their gravest concerns centered around post-high school plans, more specifically, making decisions about their career plans.

A Department of Education-conducted survey to determine the educational needs of the community, students, parents, teachers, business, industry and government officials indicated that although both students and parents generally were satisfied with the Department's Career Education efforts, learner achievement in this area did not measure up to the achievement attained in the other seven major objectives of the Foundation Program for the Public Schools of Hawaii.

The results of the 1976 Secondary Student Survey, a follow-up study of high school graduates conducted annually, indicate the following: (1) the unemployment rate among graduates has been increasing over the previous years; and (2) these unemployed youth could have been helped with realistic and current occupational, job, and labor market information, and necessary preparation for successful job seeking.

A career education needs assessment done in cooperation with the Governor's Commission on Manpower and Full Employment in 1977, using a random sampling of the State's business, industry, labor, and professional community, has demonstrated the need for increasing communication and cooperative efforts between the schools and the community. Fifty-two percent of the organizations surveyed were not aware of the Department of Education's Career Education efforts. Thirty-nine percent said that they were already participating in speaker's bureaus and forty-four percent said that they were accommodating students on field trips. More importantly, many indicated that though they are not presently serving as a resource for schools, they are willing to do so. Thirty percent are ready to participate in speaker's bureaus, twenty-eight percent said they would like to get involved by accommodating students on field trips, and forty-nine percent said they would like to provide Career Education resource materials such as films and printed materials for distribution or loan.

In order to attain current data, a statewide needs assessment for Career Education is in the process of being developed and will be administered in FY 1978 to a random sampling of Hawaii's students, teachers, counselors, and administrators in grades K-12. The needs assessment instrument will be validated by field testing.

The data from the assessments will be used to develop and refine the State goals for Career Education, to identify strengths and weaknesses in the Career Education program, to justify allocation and reallocation of resources in order to meet identified needs, and to determine priorities in order to meet areas of greatest need.

VII. RESOURCE IDENTIFICATION

One of the most important steps in successful implementation of Career Education is to identify and publicize existing and potential resources available to the practitioners of Career Education.

The following have already been done or are in the process of completion:

1. Publication and dissemination of the Hawaii Career Development Continuum Curriculum Guides, K-3, 4-6, 7-9, 10-12.

2. Teacher training kits placed in every district for use by career education cadre when conducting in-service training.

3. Publication and dissemination of a booklet on some of Hawaii's exemplary career education projects, programs, and activities as part of the Department of Education's Dissemination Series, identifying names, schools, and phone numbers of contact persons.

4. Publicizing career education projects and activities in the Department of Education house organ and various statewide news media (television, radio, newspapers).

5. Needs assessment survey of business/industry, labor, government and professional community organizations to identify potential resources.

6. Publication and dissemination of a Community Resources Handbook, for use by school personnel listing local field trip sites, classroom speakers, work study sites. This is organized according to occupational clusters.*

7. Publication and dissemination of a Handbook of Career Education Activities and Practices in Hawaii, a compilation of teacher-made activities with lesson plans.*

8. Re-examination of the relationship, coordination with, and support to the Department of Education by the Career Information Center which serves as a resource center for all public school personnel and is currently housed in the Office of the State Director for Vocational Education, University of Hawaii. Publicizing service of the Career Information Center among all Department of Education teachers, counselors, and administrators.*

9. Survey of national resources (ERIC, NWRL, AIM, NIE, CCSSO, NCCE, etc.) and dissemination of information to school personnel.*

10. Evaluation of Career Education classroom materials with the help of a teacher committee. Dissemination of this information through the Department of Education's Approved Instructional Materials (A.I.M.) publication for teacher use and selection.*

---

*In process of completion

11. Promotion of better coordination and cooperation among the Department of Labor and Industrial Relations, Career Information Center and various county youth employment and career resources in order to better serve public school students, teachers, and parents.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The three principal goals for the one and five-year plans are:

1. To promote an awareness and common understanding of Career Education among the various sectors of the community by:
   (a) developing, implementing, and coordinating a system of communication among concerned individuals, groups and institutions;
   (b) establishing active collaboration with business, labor industry and other agencies to insure their support.
2. To plan, develop and implement Career Education on a continuing basis as an integral part of the total instructional program of the schools by providing the necessary orientation and in-service training for educational personnel; communicating and collaborating with local teacher-training institutions; encouraging curriculum development that emphasizes and infuses career development concepts; articulating and coordinating Career Education activities within and among school, district and State levels; providing Career Counseling, Career Information, Career Preparation/Placement; seeking adequate funds to insure the necessary planning and implementation.
3. To evaluate Career Education by developing criteria and appropriate assessment tools; creating a mechanism for on-going examination of activities and student outcomes, including follow-up studies; and assessing and utilizing results to further improve Career Education.

IX. OTHER RESOURCES

All sections of the Hawaii State Department of Education are participating in the Advisory Committee and are providing input regarding career education policies, plans, and activities upon request. The Career Education staff has also participated in identifying career education performance expectations for students in the public schools. Performance expectations in career education as well as in other program areas will eventually be used by all teachers, parents, and students to measure the progress of students. A minimum competency test is also being developed which will include career development skills that all students must demonstrate before graduation from high school.

X. DISSEMINATION

The completed State Plan for Career Education in Hawaii, K-12 will be distributed to school districts, school complexes, State Department of Education sections, Advisory Committee, Board of Education, public institutions of higher education, interested community organizations and State agencies, the legislature, and other interested persons.

Brochures for the general public and school personnel are being printed for Statewide distribution in order to further publicize Career Education efforts and to inform individuals of the roles that they can play in implementing career education for our students.

The first Hawaii State Conference on Career Education was held on October 29, 1977 with over 300 people in attendance representing the major educational institutions and agencies in the State. The Governor made the welcoming address and also proclaimed October 29 as Career Education Day in Hawaii. In view of the success of the conference, the planning committee recommended that the conference be held annually as a means of disseminating and communicating information about career education efforts in the State. A conference summary is being prepared for distribution to participants and other interested parties.

Career education activities and projects are publicized regularly in the Department of Education house organ as well as the various Statewide news media (television, radio, newspapers).

CAREER EDUCATION STATE PLAN PROJECT PROFILE IDAHO

I. IDENTIFYING INFORMATION

Project Title:	Career Education -- State Plan
Grantee:	Idaho State Department of Education
Project Director:	Leila Lewis Consultant, Career Education State Department of Education Len B. Jordan Building Boise, Idaho 83720 (208) 384-2281

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604185	$35,000	7/1/76 - 6/30/77
1977	G007701099	37,494	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To develop and implement acceptable career education goals and objectives. To assess the attitudes of Idaho citizens toward career education and the impact of career education on students. To continually identify the changing career education needs of school aged youth. To clarify and coordinate career education roles and efforts for students, parents, school staffs, agencies, business, labor, and industry. To provide adequate exchange of information through dissemination of career education materials. To ensure that individuals involved in teacher preparation programs from the State system of higher education know the concepts and principles of career education and will be able to implement these in schools.

IV. ROLE OF ADVISORY GROUP

The 17 member Advisory Council was appointed by the State Board of Education in October of 1976, representing business, industry, labor, parents, counselors, teachers, administrators, school trustees, bilingual teachers, the State education agency, and other State agencies (Idaho State Employment Agency, Idaho State Department of Vocational Education, Idaho Division of Tourism and Development and the Idaho House of Representatives), institutions of higher education, minorities and students. The Council was organized to:

1. Assist the State Department of Education, State Board for Vocational Education, public school systems of Idaho and the State university system in their efforts toward developing and clarifying roles relative to career education.
2. Assist the State of Idaho in the development of a statewide comprehensive plan for career education.
3. Assist the State of Idaho in identifying financial resources to develop and implement efforts in career education.
4. Assist the State of Idaho to ensure equal and non-stereotyped career opportunities for all individuals enrolled in educational programs throughout Idaho.
5. Assist the State of Idaho to continuously review career education needs and concerns of youth.
6. Assist the State of Idaho as a source of public opinion, beliefs, and information about career education.
7. Assist the State of Idaho in its efforts to ensure the adequate development of strategies to implement the career education plan and to identify practitioners in career education who will serve as resources for the public school system.
8. Plan and promote informational programs, conferences, workshops, etc.
9. Review and suggest revision of the State Plan for career education.

V. ADDITIONAL INPUT TO PLAN

In addition to various input meetings held throughout the State, the Career Education Advisory Council will be expanded as the need arises and will include major representation from local education agencies.

Ad hoc groups will be appointed and given assignments related to the implementation of the State plan. Educators and others throughout the State will be involved in various assignments and many will be on subcommittees with specific responsibility for career education in Idaho.

VI. NEEDS ASSESSMENT

From 1974-76 a needs assessment was conducted throughout the State with every district encouraged to participate. The summarized results from 54 school districts represent adequately the learner needs in Idaho as identified by local school districts. The reports came from large and small districts and from urban and rural districts. The reporting districts adequately represented the state geographically and culturally.

The format of the needs assessment specified that every segment of the school and community be intimately involved. Data bearing on learner needs was collected from five sources: media-speak-ups, community surveys, data collected from tests and measurement instruments in the districts, and data collected from administrative sources and previous evaluations. The information was classified and turned over to a major committee -- the Concerns Analysis Committee. Membership on the committee was representative in terms of such factors as ethnic background, sex, religion, geographic location, occupation, and other traits that should be given consideration within a given community to assure representative selection and objectivity. The Committee developed a priority list of identified learner needs.

The needs assessment was evaluated and summarized by an outside consultant who found it to be conducted in a valid way. The needs most emphasized fell in three areas: the development of basic skills, career decision-making and skill development, and counseling for the development of interpersonal and personal skills.

Another assessment of the non-educational community, was conducted through a Career Education Survey of Idaho's Manufacturers Directory. In conjunction with the State Department of Education career education project, an instrument of thirteen questions was prepared to assess the attitudes employers held toward career education. The instrument was administered by the telephone survey unit of the Research Bureau in the Idaho State University Sociology Department in 1977.

Finally, assessment of G.E.D. applicants who were "drop outs" was completed by the Center for Professional and Curriculum Development, College of Education, University of Idaho in 1977. The study supported the contention that the lack of a well-rounded career education program, complete with adequate guidance and counseling and a well defined vocational education program is a contributing factor to students who "drop out" of school.

The data from all assessments will provide useful information for: developing State-level goals and objectives for Career Education, identifying strengths, needs and problems in current career education programs, determining the quality of career education throughout the State, justifying application of resources to some needs and not to others, improving reliability, validity and accountability in decision making and program planning, and, devising a priority of needs for Career Education programs.

VII. RESOURCE IDENTIFICATION

The State Department of Education contracted with the Northwest Regional Educational Laboratory in 1977 to produce Idaho Career Education Program Developers' Guide to Selected Resources which first appeared June 30, 1977. The purpose of the document, which will be revised and updated periodically, was to provide a listing and analysis of career education resources. The NWREL conducted literature searchers, program analyses and interviews necessary to identify selected potential resources in six areas: Career education instructional materials, career education facilities, career education personnel, career education programs and practices, business, labor and other community resources, and funding sources for career education activities.

Additional recent resources include the career education resource center presently being developed by the State Department of Education and the Idaho View Career Education Workbook which was provided by the Idaho Division of Vocational Education and Tri-County Special Services.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Mission: To prepare each person for meaningful work through home, school and community experiences.

In order to accomplish the career education mission in Idaho, schools must strive to have students achieve the following seven performance goals: develop positive attitudes, values and habits as workers, develop skills in decision-making, goal-setting, job-hunting, and job entry, be able to make use of career information and counseling resources to make wise career choices, be able to do self-assessments and gain information about self-concept, interests, abilitities, and values, understand that work is important, understand the relationships between school, work, leisure time, and life style, and understand that jobs are available to all people.

The following seven process goals should be accomplished: expand and modify curriculum including but not limited to experiential learning in both academic and vocational education, update the counseling services in Idaho to include career counseling, career guidance, career placement and follow-up, provide career education for all special groups including but not limited to handicapped, disadvantaged and gifted-talented, eliminate the stereotyping of career opportunities by race or sex, involve business, labor, industry, professionals, government, and community in career education, provide for home and family involvement in career education, and provide teacher education programs at the pre- and in-service levels enabling career education to be implemented on the K-12 levels.

The State Department of Education will promote the development of career education in the Statey by: providing adequate information to legislators to encourage support for career education in the State of Idaho, maintaining channels of communication within the various departments of the State Department of Education and the State Board for Vocational Education for the purposes of cooperatively promoting career education, continuing communication between the State Department of Education and other State and Federal agencies for the purpose of cooperatively promoting career education in the State of Idaho, encouraging and assisting the development and upgrading of career education programs at the local level, and encouraging colleges and universities to provide career education programs for teachers in training, and in-service for certified teachers.

IX. OTHER RESOURCES

Idaho held a cadre training workshop for key people from business/industry and education in 1976-77. These resource persons will utilize various strategies, concepts, and activities to meet identified needs and regional priorities. The cadre approach has been incorporated into the State Plan.

The Talent Bank is in use at the present time. The State Department of Education acts as a clearinghouse for requests of assistance from school districts and pays for travel, meals, lodging, and substitute teacher salary if needed. This resource is of great value since the State Department of Education has a limited number of consultants.

X. DISSEMINATION

Target populations for career education dissemination efforts are educators, parents, students, the general public, business/industry/labor, local and State governmental decision makers, and special interest groups. There will be a close coordination between the dissemination efforts and the resource gathering efforts. Dissemination of career education information will be a vital part of teacher-training and retraining activities.

CAREER EDUCATION STATE PLAN PROJECT PROFILE ILLINOIS

I. IDENTIFYING INFORMATION

Project Title:	An Illinois State Plan for Career Education
Grantee:	Illinois Office of Education
Project Director:	Donna K. Martin Career Education Coordinator Illinois Office of Education 100 North First Street Springfield, Illinois 62777 (217) 782-4870

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604183	$42,389	7/1/76 - 6/30/77
1977	G007700901	45,933	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

The overall purpose of this project is to provide for the definition of an organizational structure within the Illinois Office of Education for providing local education agencies with responsive career education services and the State agency with a legitimate planning, implementing, and evaluating vehicle for career education. The project has further provided for the initiation of an Advisory Council for Career Education, statewide needs assessment, and the development of a recommended one - and - five year Career Education Plan including goals, objectives, activities, outcomes, and evaluative vehicles for each section of the Illinois Office of Education providing Career Education Services. Local education agency implementation strategies, including strategies for effective utilization, will also be developed.

IV. ROLE OF ADVISORY GROUP

At the request of State Superintendent of Education Joseph M. Cronin, the Illinois Advisory Council Adult, Vocational and Technical Education assumed the advisory responsibilities for Career Education in January of 1977. This 40-member council includes representation from the SEA, other government agencies, business, industry, labor, higher education, school administrators, counselors, teachers, vocational education personnel, parents, and students. The SACVE, an already well-established entity with strong leadership represented within the group, will play a vital role in three major areas: legislation; collaboration with business, labor and industry; and State plan and implementation strategies.

A special 6-member Career Education Committee of the SACVE was formed effective July 1, 1977, for the express purpose of working more closely with the Career Education Coordinator in the development of "An Illnois State Plan for Career Education."

Within the Illinois Office of Education a special advisory group was named by the Superintendent to further aid in the State Plan development and to assist in the coordination of all Illinois Office of Education career education efforts. This Planning Council for Career Education is chaired by the Career Education Coordinator and includes representation from each section in the Illinois Office of Education involved in major career education efforts.

V. ADDITIONAL INPUT TO PLAN

A series of five public hearings were conducted throughout the State during FY-77 for the purpose of gaining input into a draft Position Paper on Career Education. These hearings were attended by a total of 127 persons, with oral testimony presented by 17 persons. Five additional persons submitted written testimony.

Additionally, the first Illinois Career Education Conference was held in May, 1977, with interest sessions allowing for public input being held relative to each section of the State Plan. This conference was attended by over 400 persons.

VI. NEEDS ASSESSMENT

In FY-74, the Illinois Division of Vocational and Technical Education sponsored a study which described in some detail the status of Career Education in Illinois. A pronounced recommendation of that report supported the precept that Career Education activities were well-established in many elementary school programs, yet it was clearly demonstrated that there was, and still is, a need for Career Education related activities at the secondary level. This report has provided the Illinois Office of Education with a general framework for Career Education planning in Illinois.

During FY'77 an internal assessment of Career Education activities being supported by the Illinois Office of Education was conducted. As a result, the Career Education Coordinator was transferred into the Department of Adult, Vocational and Technical Education to better facilitate the unification of agency Career Education efforts.

Also during FY '77, attendance center data was generated via the 1977 Illinois Inventory of Educational Progress. The IIEP is implemented on an annual basis to a stratified random sample of schools. Participation is voluntary. Data is collected in five areas: does the district have a formal written policy concerning Career Education?; were funds specifically allocated by the district for Career Education during 1975-76?; were staff development and training activities in the area of Career Education conducted in 1975-76?; what type of formal written policy exists?; if there is no written policy, why not?

During FY'78, needs assessment will be conducted at the student level and of business/industry/labor/community groups.

The purpose of the State Career Education Needs Assessment is two-fold: (1) to validate the State level objectives for career education, and (2) to assess current student attainment of these objectives, once validated. Because of the dual focus of the Needs Assessment, it will have to be conducted in two phases. Each phase will involve the development of a survey instrument to be administered to a separate 5% stratified random sample of Illinois students. These stratified samples will take into account grade level groups (K-3, 4-6, 7-9, 10-12), geographic location, minority populations, and relative financial status of local school districts. Development and administration will be accomplished via subcontracting.

During FY'77, a survey instrument for business/industry/labor/community groups was developed. This instrument will be utilized to further validate the State-level career education objectives. The instrument will be administered to a stratified random sample taking into account variables such as occupational cluster, size of business or organization, sex, geographic location, and socio-economic distribution. The sample size will be adequate to insure representation of these variables within the various groups of business/industry/labor/community. Administration and analysis will be accomplished via subcontract.

VII. RESOURCE IDENTIFICATION

The Illinois Office of Education has in place the Illinois Resource and Dissemination Network (IRDN). The IRDN, through special funding administered with the National Institute of Education, is an educational information retrieval system. It is designed to assist local educators in a systematic approach to acquire educational knowledge and to facilitate educational problem solving.

In a leadership function, the IRDN consolidates intra-agency resources through use of a Resource Identification Survey and coordinates dissemination of all relevant information from the State agency.

The Illinois Resource and Dissemination Network acts as a center for supplying information about educational literature, projects, programs, and consultants to Illinois educators. Information is retrieved both manually and by computer.

IRDN has computer access to approximately sixty data bases of the Dialog Information System, with major retrieval from the ERIC data file and the NIMIS file of special education materials.

In addition to these commercial data bases, IRDN is compiling two information files unique to Illinois -- an Illinois Resource File (IRF) containing descriptions and locations of educational programs, projects, practices, and products within Illinois and a Human Resource File (HRF) listing names of educational consultants available within the State.

The Illinois Office of Education houses the East Central Curriculum Management Center, part of the National Network for Curriculum Coordination in Vocational and Technical Education. The ECCMC identifies curriculum needs; seeks materials to meet needs; shares materials; provides informational newsletters and conference aids; and aids in materials diffusion via workshops and other inservice activities.

A guide to resources (both human and material) on the local, State, and national levels was developed in FY'77 for dissemination to local educational agencies in FY'78. The guide includes a section with the "how to" for identifying and tapping additional resources.

Additionally, the Research and Development Section, Department of Adult, Vocational and Technical Education has contracted for the development of curriculum materials for "Expanding Career Options for Students." Actual inservicing of the curriculum is currently taking place. It is intended that these curriculum materials will be utilized to assist in the development of LEA career education guidelines and inservice activities.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The major short-term objectives of "An Illinois State Plan for Career Education" include:

1. Analyzing Career Education needs and perceptions of students community, business, and industry groups in Illinois.
2. Developing strategies for providing LEAs with responsive career education services and the SEA with an on-going planning, implementing and evaluating vehicle for Career Education.
3. Utilizing the Advisory Council to work in the areas of legislation, collaboration, and State planning.
4. Developing LEA strategies for implementation and SEA assistance.
5. Developing the one - and - five year State Plan document including the following components: curriculum changes; career counseling, guidance, and placement services; handicapped and disadvantaged; elimination of sex and race stereotyping; involvement of business, industry, labor, professional, government, and community groups; involvement of home and family structure; strategies for training and retraining, both for pre and inservice; official adoption; dissemination; and evaluation.

Long-range objectives are under development as part of the planning process.

IX. OTHER RESOURCES

All major sections of the Illinois Office of Education involved in major Career Education activities have representation on the Illinois Office of Education Planning Council for Career Education. Four additional Illinois Office of Education staff members have been assigned 20% time to a State Plan Writing Committee. The Illinois Advisory Council for Adult, Vocational and Technical Education and its Career Education Committee provide input to the State Plan development.

X. DISSEMINATION

Copies of the completed Illinois State Plan for Career Education will be duplicated and distributed to local education agencies, institutions of higher education, divisions of the State Department of Education, interested community and State agencies and organizations, and the advisory council. Information pertaining to the development of the plan will be distributed during the planning period.

CAREER EDUCATION STATE PLAN PROJECT PROFILE INDIANA

I. IDENTIFYING INFORMATION

Project Title:	Developing a Comprehensive State Plan for Implementing Career Education
Grantee:	Indiana Department of Public Instruction
Project Director:	Nancy Harris, Director Career Education State Plan Division of Pupil Personnel Services 120 W. Market Street - 10th Floor Indianapolis, Indiana 46204 (317) 633-6610

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604173	$46,200	7/1/76 - 6/30/77
1977	G007700896	46,000	7/1/77 - 6/30/78

NO FURTHER INFORMATION SUPPLIED BY THE STATE CAREER EDUCATION OFFICE.

CAREER EDUCATION STATE PLAN PROJECT PROFILE IOWA

I. IDENTIFYING INFORMATION

Project Title:	Plan for Planning Career Education -- Development and Implementation in Iowa
Grantee:	Iowa Department of Public Instruction
Project Director:	William O. Schuermann, Director Career Education Division Iowa Department of Public Instruction Grimes State Office Building East 14th and Grand Des Moines, Iowa 50319 (515) 281-4700

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604170	$45,000	7/1/76 - 6/30/77 Extended to 3/31/78

III. PURPOSE OF STATE PLAN

To gather and compile needs data and ascertain the status of career education in Iowa, identify goals, identify specific objectives, describe strategies, activities, and resources to be utilized, identify the processes whereby the total concepts of career education can be incorporated into the existing educational programs in Iowa, provide alternatives, and describe procedures which can be used in the evaluation of student outcomes.

IV. ROLE OF ADVISORY GROUP

Prior to the establishment of a statewide advisory group, several committees of Department of Public Instruction staff were established to develop and organize materials necessary for stimulating acceptance and implementation of career education in curricula in schools in Iowa. This material has facilitated the work of the advisory committee.

The eleven member advisory committee was appointed by Dr. Robert D. Benton, State Superintendent of Public Instruction. The following groups are represented: teachers, school administrators, business and industry, students, higher education, school boards, Iowa Professional Guidance Association, Iowa Vocational Association, labor, government, and Parents/Teachers Association.

The advisory committee objectives are as follows: define career education for statewide use; develop a philosophy statement of career education for use in Iowa; identify career education goals for Iowa; identify career education objectives for Iowa; and assist in developing a planning document for career education in Iowa.

The committee has met three times; additional meetings are planned. Members of the committee met with U.S. Office of Education personnel during a review of progress of the project, "Plan for Planning Career Education -- Development and Implementation in Iowa." Telephone and mail contacts have been made with members of the committee during the development of the State Plan for Career Education.

V. ADDITIONAL INPUT TO PLAN

VI. NEEDS ASSESSMENT

The results of previous and current needs assessments conducted by the State Department of Public Instruction are being analyzed:

1. In order to use Iowa citizen's educational concerns as a basis for formulating educational plans, two Statewide surveys were conducted in 1974-75 involving students, educators, and lay citizens from 60 school systems, and attendees of several educational association conventions. As a result of the surveys, a list of 10 educational outcomes and 17 processes indicated as areas of concern was formulated with career education ranked in the top twenty percent of the identified concerns.

2. In 1973, some post-secondary schools undertook assessment and planning studies to identify priority needs, under research

grants from the Department of Public Instruction. The last of fifteen studies was completed in 1977. Data collected were studied by committees of merged area and local education agencies to identify priority needs for the area and to formulate some plans for career education in the area.

3. During 1976 and 1977, planning grants were provided to AEA's; under these grants the AEA's updated or used data provided through the assessment studies conducted by the merged area schools to develop short and long-range goals and objectives for career education in each area.

4. To provide support to ascertaining career education needs, additional information pertaining to target populations has been and is being gathered: information on dropouts from grades seven through twelve is collected annually; there are follow-ups of all public high school graduates to provide actual status as opposed to intent at graduation, and all public high school and post-secondary school graduates of reimbursed preparatory programs are followed-up one year after their graduation; students with handicapping disabilities are identified as are the number of these being served. Data has been and are being gathered from many Federal and State agencies pertaining to various populations and enrollments and social and economic conditions related to same.

5. Since 1972, a statewide Career Education Needs Information System (CENIS) has provided information for the identification of priority training needs. Such factors as manpower needs, student availability, student interests, and program effectiveness are a part of this identification.

6. During the spring of 1977, a survey instrument was sent to every secondary attendance center in the State and all elementary attendance centers having assigned counselor time in an attempt to assess the status of career guidance practices or activities being carried out in Iowa schools. This information will be used to make recommendations regarding the direction Iowa should take in improving the delivery systems of career guidance activities to students in Iowa schools.

Additional needs assessment conducted during the period of the State Plan grant:

1. Interviews were conducted in 1977 in each Area Education Agency to obtain information as to current status of career education in each area.

2. Additional data were provided through a Department-wide survey of state-administered career development programs or projects and through computer print-out of reimbrused career awareness, exploratory, and preparatory offerings.

VII. RESOURCE IDENTIFICATION

The identification of resources for use in the development and implementation of career education in the State of Iowa is accomplished in many ways. The Support Services Section, Career Education Division, in cooperation with the Media Section of the Department of Public Instruction, has established a collection of materials and is continuing to collect and disseminate career education curriculum guides, pamphlets, biographical materials, text and resource materials, and a publishers' file on sources of materials. These materials are routed to staff consultants, housed in the DPI media center, and are available for review by check-out through staff consultants.

As a member of the Midwest Curriculum Coordination Network, the Career Education Division continues to receive copies of new materials developed and information about curriculum projects under development, projects planned for development, and identified needs of member States. Through the regional network information is obtained from and shared with the National Network for Curriculum Coordination for Vocational-Technical Education.

Career education research and exemplary projects which have been undertaken in Iowa have produced knowledgeable individuals who have contributed to inservice efforts in many workshops for teachers and administrators. Staff of the projects have identified in-State and out-of-State resource personnel. In addition, the reports of some of these projects are sources of resource materials. Some of the projects are resources in themselves.

Other resource identification sources in Iowa:

1. The fifteen Area Education Agencies serving elementary and secondary schools in fifteen geographic areas of the State provide area media support services to the school districts through media centers which include the following: materials lending library, professional library, curriculum laboratory, production services, personnel, facilities, delivery system, and consultative services. Some of the Area Education Agencies have developed their list of resources, including resource persons, on computer with access through terminals in local schools.

2. The Iowa Network for Obtaining Resource Materials for Schools (INFORMS) provides Iowa teachers, administrators, Department of Public Instruction staff, and others with information related to instructional materials and educational problems and issues. INFORMS provides abstracts of ERIC documents, bibliographies of resource materials, and directories of current Iowa projects including contact persons for those projects. INFORMS resources currently include: 1) Dialog on-line computer retrieval system, 2) Department of Public Instruction staff, 3) State Library

Commission resources, 4) Drake University Library resources, 5) all State Agency professional libraries, and 6) the ERIC information system. Additional resource identification will continue to be a function of DPI personnel with specific career education responsibilities.

3. Occupational Information and guidance in career decision-making are provided through the Career Information System of Iowa (CISI), with access by needle-sort card decks and by computer terminal. The computer software (programs and files) of CISI contains a program and associated file for managing information on identified human and other resources related to specific occupations. While the primary thrust of "VISIT" is user access to human resources, "workers-on-the-job" who have volunteered to share on a one-to-one basis the various aspects of their total work experience, the potential for the inclusion of resource personnel for classroom presentations as well as the gamut of various print and other media is most certainly there.

4. A Cooperative Network of Inservice Resources (CNIR) is a source of films, filmstrips, videotapes, kits, and tape cassettes for educators. This network is a cooperative project of fourteen of Iowa's fifteen area education agencies.

As noted in the section of this report pertaining to needs assessment, many needs surveys and studies have been used to establish needs upon which the State Plan for Career Education is based. One resource for these data is a career education management information system for gathering and disseminating data pertaining to such things as student enrollments, student characteristics, and costs. A second resource for data is the Career Education Information System (CENIS) which provides data on labor demand, labor supply, student interest, and student outcomes.

Identification of existing educational facilities and assistance in planning for improvement of school facilities is available through the School Plant Facilities Unit of the Department of Public Instruction as well as from local and area schools.

The aforementioned will continue to function. Updating of the materials and the information will continue. Revisions will be made to improve ways of resource identification. New ways to gather and disseminate materials and information will be sought.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The Career Education Division, Department of Public Instruction, has the responsibility for the development and administration of the State

Plan for Career Education. Strategies, activities, and evaluation pertaining to career education are to be carried out by all of the major units of the Department of Public Instruction.

The career development behavioral goals for students upon which career education in Iowa is based are divided into dimensions and phases. The phases are: awareness, accommodation, exploration, and preparation. The dimensions are: self, self and society, interpersonal relationships, decision making, occupations, educational and economic concepts and skills, work attitudes and values.

IX. OTHER RESOURCES

Since 1974, a total of three State level committees have been involved at various stages in the development and implementation of career education in Iowa. The third committee currently in existence is responsible for the coordination of activities in the State Department of Public Instruction. It is composed of representatives of a number of the units within the Department.

All major units in the Department have had input in the development of the State Plan for Career Education in Iowa.

X. DISSEMINATION

Copies of the completed State Plan for Career Education will be printed and disseminated to persons in local public and private schools, merged area schools, area education agencies, public and private teacher training institutions, units of the Department of Public Instruction, Career Education Advisory Committee, State agencies, the State legislature, and appropriate Federal offices.

Information relative to the development of the Plan has been distributed during the planning period to AEA's, LEA's, Statewide Advisory Group, all units of the DPI and other interested parties. A document listing resources in the Area Education Agencies and available through the Department of Public Instruction is being prepared for printing and dissemination as a supplement to the State Plan, and for separate distribution upon request.

CAREER EDUCATION STATE PLAN PROJECT PROFILE KANSAS

I. IDENTIFYING INFORMATION

Project Title: Development of a State Plan for Career Education in Kansas

Grantee: Kansas State Department of Education

Project Director:
Wilbur Rawson
Career Education Coordinator
120 East 10th
Topeka, Kansas 66612
(913) 296-3346

II. FUNDING INFORMATION

Federal Career Education Funds

Fiscal Year	Grant Number	Amount	Duration
1976	G007604169	$45,000	7/1/76 - 6/30/77
1977	G007700943	37,000	7/1/77 - 6/30/78

III. FUNDING INFORMATION

To establish short and long-range goals, objectives and strategies for the orderly development, implementation and expansion of Career Education in Kansas. To identify and establish the leadership role of the State Department of Education. To effectively coordinate the total career education efforts of agencies, institutions and groups in the delivery of Career Education to the students in Kansas. To provide a baseline document on Career Education, developed by a diverse group of persons throughout the State and approved by the State Board of Education. To establish resource needs for career education and identify sources and types of resources to allow for their maximum utilization. To provide a structure for a personnel development program for preservice and in-service training. To provide techniques to measure both the benefits and costs of career education at the local level.

IV. ROLE OF ADVISORY GROUP

Kansas has four advisory groups assisting in developing the State Plan for career education. Each group has specific purposes.

1. The Input Council is composed of 24 members. One-half of the group are non-educators. Members represent business, labor, industry, agriculture, State agencies, the Governor's office, State Board of Education, State level associations, homemakers, parents, students, teachers, counselors, Board of Regents, teacher educators, area vocational schools and community colleges. The Input Council is responsible for:

    a) Reviewing and suggesting State plan materials being prepared for presentation to the Commissioner and State Board;

    b) Assisting the State plan coordinator in developing and activating certain research instruments relating to State plan development;

    c) Providing for dissemination through communication activities to State, regional and local groups;

    d) Providing assistance in decreasing educational jargon and increasing clarity of State plan materials.

2. A Career Education Practitioners Committee of 12 persons was appointed by the Commissioner of Education in February of 1977. This group was selected from over 50 persons who are involved in directing and implementing career education at the local school level. The purpose of this committee is to assist the State plan coordinator and the career education director in reviewing and criticizing plan materials as they are being developed. This group provides ideas and strategies for activities relating to the goals and objectives for the plan. This group also assists, when needed, in evaluation and assessment processes. The expertise of this group is utilized by the Input Council and the plan coordinator to provide programs for certain groups throughout the State who indicate an interest in learning about the State plan and its development.

3. A teacher training/retraining group was appointed by the Commissioner to serve in an advisory capacity in developing the State plan. This group is composed of the seven Deans of Education of the State universities and the executive secretary of the Kansas Independent Colleges. This committee is responsible for articulating those aspects of the plan that center on career teacher preparation, teacher in-service and teacher retraining as required for implementation and expansion of career education.

4. To facilitate the working relationship between those responsible for developing the State plan and the KSDE, the Commissioner appointed a task force of nine professional State staff members to review and react to the plan as it is being developed. This group also serves as a communication link between the department staff and the other career education planning groups.

V. ADDITIONAL INPUT TO PLAN

Five regional meetings will be held in strategic locations throughout the State to provide an opportunity for many people to have an input into the plan.

VI. NEEDS ASSESSMENT

The status of career education in the 308 unified school districts in the State was assessed in FY-76. Information on the amount of career education presently being carrried out was collected. The needs of local districts in implementing career education was assessed as well as the type of services and assistance needed to develop the degree of intensity of career education desired by each local school. Information on whether schools had any written policy or philosophy on career education was collected. An assessment of career education materials and human resources available at the local level for use by other schools was included. The instrument to collect this information was developed in cooperation with the Input Council and the Practitioners Committee. The data collected from the 307 schools responding will be used to structure and put priority on objectives and activities for implementing career education in Kansas.

Assessments to determine the level of understanding of career education by teachers, student-teachers, students and parents have been conducted for the purpose of improving the integration of career education into a school curricula. Students at the K-3, 4-6, and 7-12 grade levels were assessed.

Instruments used for these assessments were the Career Education needs assessment, the Evaluation Research Associates Non-Verbal Career Education test, the Jarmer Parent Questionnaire, the Self Observation Scales, the Metropolitan Achievement Tests and the Career Maturity Inventory Tests. Controlled and experimental gropus were involved for each test battery. Results of these needs assessments, when evaluated by those involved in developing the State plan, will be the basis for recommending areas of priority for specific objectives and activities in the State plan.

Two needs assessments for Career Education are being conducted at the present time, one on the career needs of handicapped students,at the 6th and 12th grade levels and one on career education needs as perceived by business, industry and labor.

VII. RESOURCE IDENTIFICATION

The career education resources will be identified in three specific areas: teaching materials, financial, and human resources.

A survey instrument will be used to identify career education curriculum materials developed by local school personnel in Kansas. Such information will be used to provide local schools whose plans identify a need for developing curriculum infusion materials access to those materials. An assessment of career education materials developed through the efforts of higher education will be made.

The local schools, including teacher institutions and community colleges, will be surveyed to determine the amount of funds currently used on career education and an estimate of the monies needed to continue implementation of career education in their institutions. This data will be used to assist State plan developers estimate the immediate and long-range needs for career education.

A survey of those persons in the State who have knowledge and expertise in all phases of career education will be made to develop a human resources file for use by those requesting personnel to assist in implementing career education in the State. This file will be included in the materials available through the Information Dissemination Section of the KSDE. Career Education resource dissemination will be accomplished in part by the issuance of a State-distributed newsletter.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The data and information acquired by the needs assessment will be used as a basis for developing the goals, objectives and activities necessary to structure and manage the orderly development and implementation of career education at all levels and stages of education in Kansas.

The Input Council with the assistance of the Practitioners Committee, the In-service and Preservice group and the KSDE Task Force will provide for a larger population review and refinement of a one-year and a five-year plan of activities for implementing career education.

The responsibility for leadership, administration, and implementation of career education rests within the Education Services Division and Education Improvement and Development section of the Kansas State Department of Education.

IX. OTHER RESOURCES

All units of the State Department of Education will be involved in infusing and integrating career education into the education processes in Kansas. The inclusion of non-education based persons in the development of career education will allow opportunities for the involvement and commitment of resources outside of education to play an important part in career education development.

X. DISSEMINATION

The Kansas Educational Dissemination and Diffusion System will be responsible for disseminating information on State plan development, curriculum materials, career education programs, and human resources. The plan will be distributed to all school administrators and other interested persons in the State prior to the holding of five regional conferences to get input and criticism on the final State plan.

CAREER EDUCATION STATE PLAN PROJECT PROFILE KENTUCKY

I. IDENTIFYING INFORMATION

Project Title:	Development of a Comprehensive State Plan for Implementing Career Education in Kentucky
Grantee:	Kentucky Department of Education
Project Director:	Dorothy Alexander Coordinator of Career Education 1930 Capital Plaza Tower Frankfort, Kentucky 40601 (502) 564-4774

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1977	G007700925	$50,153	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To develop a system for implementing career education in Kentucky compatible with the Career Education Incentive Act and the Kentucky Career Education Law. The plan should address the following areas:

1. Management system for career education in the State Department of Education for delivering services to local school districts.
2. Suggested strategies for implementing career education in local school districts.
3. Coordination with governmental agencies.
4. Coordination with higher education.
5. Collaboration efforts with the community.

IV. ROLE OF ADVISORY GROUP

The Advisory Group, which was appointed by the State Superintendent of Public Instruction, is composed of 30 persons representing business, industry, labor, professions, parents, students, agencies of government, major professional education groups in the State, School Board Association, higher education, the Bureaus within the Department of Education, and a select group of career education project directors who have had considerable experience in demonstration projects.

The Advisory Group was officially appointed in late November, 1977. The first meeting of the group is scheduled for January, 1978. Functions of the group will be to:

1. Provide advice and assistance in the development of the Kentucky State Plan for Career Education. In this capacity, the Advisory Group will:

   a) Review and recommend goals and objectives for career education in the following areas: Implementation procedures at State and local level, Staff needs - training and retraining, Finance, Community involvement, and Review and synthesize the Career Education Incentive Act with Kentucky Career Education Law in relation to goals and objectives.

   b) Evaluate current State and local efforts in career education.

   c) Assist with the utilization of needs assessment results.

   d) Recommend procedures and assist in the identification of career education resources.

   e) Make recommendations regarding plan format.

   f) Provide a linkage between education, the community, and work in an effort to bring about coordination among agencies concerned with career education.

   g) Support and encourage the implementation of career education in the State, including programs to serve disadvantaged and handicapped students and minority groups.

   h) Make recommendations for curriculum changes.

   i) Assist in seeking support from the local, State, and national levels to assure high quality career education programs, including publicity on the needs of students for career education programs.

V. ADDITIONAL INPUT TO PLAN

Besides the broad range of input to the plan provided by the Advisory Group, additional input will be obtained through a series of hearings in the various educational regions of Kentucky. Local school personnel and representatives of the broader community of the regions will be in attendance. These hearings will be organized utilizing the geographic representation of the advisory group and the advisory group members will participate in the hearings conducted in their resident regions. Local Chambers of Commerce will be asked to coordinate the involvement of the business/industry community.

VI. NEEDS ASSESSMENT

A comprehensive, state-wide needs assessment is currently in progress in order to ascertain the current status of career education efforts and resources as well as projected needs. This data will provide the basis on which the planning efforts will be mounted. Career education coordinators from the local districts are presently engaged in data gathering efforts directed toward students, professional staff, and parents. Mailed questionnaires will be utilized to obtain input from business and industry, school superintendents, counselors, administrators, higher education, teachers, parents, and students. However, data will be gathered from all 181 school superintendents and local district coordinators of career education.

These efforts will not be considered the final input into the State's planning efforts for career education. Rather, this will be baseline data for further assessment and plan development.

A sample of students has been selected for data collection. A group sampling technique has been employed whereby 10% of the State's school districts were selected to participate in the needs assessment. Thus, 18 districts are included. The school districts were geographically divided into eastern, central and western groups in the State. These geographic groupings were further stratified by three categories of size - large, medium, and small. Two schools were selected from each of the size classifications, for a total of six schools from each geographic grouping.

Kentucky's State testing program operates at the 4th, 8th, and 11th grade levels. Currently, data is gathered on achievement (4, 8 and 11), on student attitude (4, 8, and 11) and on career development (8 and11). Assessment of the same grade levels will be made with the proposed needs assessment.

From the 18 districts selected to participate in the assessment, a 10% random sampling of teachers will be included. All principals and counselors in the cooperating districts will be surveyed.

Questionnaires will also be distributed to over 3,000 parents. The parent sample will consist of the parents of those students included in the student sample. Questions dealing with the role of the school, if it were to meet career education goals, will be asked by the parents. Their responses will provide an indication of whether they feel the school should be striving to achieve career education goals, the importance they place on them, and the extent to which they perceive the goals are presently being met.

Business and industry will be surveyed concerning the degree of importance they place on the various learner outcomes for career education, their opinion of how well these outcomes are now being met in our schools, the degree of assistance they could provide regarding various business/industry inputs into career education programs and the needs their organization might have in order to contribute to career education.

VII. RESOURCE IDENTIFICATION

A survey of potential resources for use in development and implementation of career education in the State will include use of the following procedures, methods, and sources:

1. State Department of Education will access and analyze information through Lockheed Information System from more than 50 data bases including ERIC, ARM, AIR, AIM, Career Education Clearinghouse.

2. Identification of exemplary career education programs funded within the State with brief abstract to be prepared describing project and materials developed.

3. Department of Education will consolidate listing of all materials within the various bureaus.

4. Listing of State governmental agencies for available finances which would support career education.

5. A survey of community agencies including business, industry, professional, labor, and civic organizations.

6. Contact post-secondary insitutions for potential assistance.

7. Assessment of State Library Systems.

8. National Center for Career Education.

9. Contact HEW for listing of career resources.

10. List career education training cadres and resource persons from local school districts, State Department of Education and higher education.

11. Communicate with other career education coordinators throughout the country concerning effective programs or activities which are transportable.

12. Determine linkages with other governmental agencies.

13. Contact local school districts for curriculum materials, career games, and bulletin board ideas.

14. Update listing of sources of free materials.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Needs assessment data will be analyzed in conjunction with the overall goals of career education. Discrepancies identified will provide the basis for short and long-range objectives.

Short-term (one year) objectives will state the anticipated first year accomplishments with regard to the State Department of Education's implementation and/or expansion of career education. Included will be professional development, State, regional, and local; instructional materials and resource development; local funding, including procedures and expectations of local districts as specified in a local application for support and assistance; and resource development including collaborative efforts with the business/industry community.

The long-term objectives will be more general in nature. Their purpose will be to set direction for the overall career education effort. An evaluation of the accomplishment of each year's annual objectives will serve as the basis for formulating new one-year objectives. Both sets of objectives will address such general goals as: involving all students in career education; providing adequate professional development activities to educational personnel; providing teachers with implementation strategies and appropriate instructional aids; developing the necessary collaborative efforts with schools and the home, business/industry, labor, and government agency communities; serving special groups of students such as the disadvantaged, handicapped, and gifted and talented; and reducing sex and racial discrimination and stereotyping.

The short-term and long-range objectives will be updated annually. Update will be based on additional needs assessment data and an evaluation of the previous year's accomplishments. Responsibility for this update rests with the Kentucky Department of Education with assistance to be provided by an advisory group which includes representation of parents, students, educators, business/industry, and pertinent governmental agencies.

IX. OTHER RESOURCES

To have a successful career education effort, resources other than those of the Bureau of Instruction, State Department of Education will be required. Such involvement will be directed towards both acceptance and assistance. Initial involvement includes the representation of all Bureaus in the Department of Education on the planning advisory group.

These various bureaus and divisions in the Department of Education have, in addition to providing a representative for the advisory group, released staff to form regional training teams to provide in-service training to local districts on a request basis. Fourteen such teams have been formed. Team membership also includes local school personnel presently involved in career education.

Agencies other than Education have and will additionally become involved in the State effort, including the Department of Human Resources, the Bureau of Corrections, Manpower Services, and the Kentucky Commission on the Arts.

X. DISSEMINATION

Upon completion, the Kentucky State Plan for Career Education will be duplicated for dissemination to all local school systems, Department of Education Bureaus and Divisions, legislators, institutions of higher education, pertinent governmental agencies other than Education, the advisory group, the State Chamber of Commerce, and professional education groups. Additional copies will be available to labor and interested business/industry groups.

CAREER EDUCATION STATE PLAN PROJECT PROFILE MAINE

I. IDENTIFYING INFORMATION

Project Title:	The Maine State Plan for Career Education
Grantee:	Maine Department of Educational and Cultural Services
Project Director:	Marion Bagley Career Education Consultant State Department of Educational and Cultural Services Augusta, Maine 04333 (207) 289-2033

II. FUNDING INFORMATION

Federal Career Education Funding			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604174	$43,000	7/1/76 - 6/30/77
1977	G007700847	44,894	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To provide a method of assessment of need, and to respond to those needs of business/industry, parents, students and educators. To assess existing and hitherto indepndent efforts of all State agencies and bureaus within the Department of Educational and Cultural Services and to begin coordination of these activities within the framework of the State Plan for Career Education. To establish goals and strategies to attain those goals. To provide information on resources, both human and financial, to practicing educators, teacher training institutions, community organizations, students, parents and agencies wishing to become involved in career education. To establish statewide communication and dissemination network, to bring these resources to LEAs. To regionalize Department services to bring assistance and consultant services closer to participating LEAs. To provide guidelines for LEAs to develop plans for implementation. To provide management framework, with short and long range plans to bring about implementation of a comprehensive program. To provide for evaluation of the impact on the educational system in the State, with provisions for revisions as needs demand.

IV. ROLE OF ADVISORY GROUP

An advisory group was appointed in 1975 by Commissioner H. Sawin Millett, Jr., and enlarged in 1976 to be more representative of Maine's educational community: business, labor, industry, parents, students, teachers, State Board of Education, State agencies (Manpower Affairs, other divisions of the Department of Educational and Cultural Services, State legislators), higher education, vocational education, and service organizations.

The advisory group shall:

1. Assist the Career Education Consultant staff in revising the Proposed State Plan.
2. Advise the Department of Educational and Cultural Services on:
    a) desirable changes in Career Education programs;
    b) policy changes in implementation of the long range plan;
    c) the construction of an evaluation instrument;
    d) recommendations on pre-service, in-service, certification and curriculum development.
3. Encourage the establishment of local career education advisory councils throughout the school districts of Maine.
4. Review and make recommendations on proposals for funding on the State and Federal levels.
5. Provide Ad Hoc Committees to serve in studies, reviews, or advisory capacities which are deemed necessary by the total council.
6. Monitor the State Plan by periodically reviewing, revising and updating to meet the current needs.

V. ADDITIONAL INPUT TO PLAN

Mini-conferences were conducted in eleven geographical sites involving business/labor/industry, community, and educational personnel. The purpose of the conferences was to provide an opportunity for discussion among cross sections of Maine's population as to the current status and the need for career education. Over 500 individuals participated and perceived the following needs for the students of Maine:

- to gain a better appreciation of differences in individuals' personal values and how they influence career choice.
- to provide opportunities for students to understand their own abilities, interests and values in order to develop self-confidence in anticipated career choice.
- to increase school-business-community involvement in order to increase realism in the curriculum.
- to make available to all students more up-to-date, accurate career information on a wide variety of career alternatives.
- to provide opportunities for work experiences for all students prior to making career choices.
- to increase students' understanding of economics as it relates to their personal lives and society in general.
- to provide more opportunities for development of decision-making skills.
- to provide all students who are not going on to higher education with an entry-level skill before leaving school, without sacrificing basic academic skills.
- to provide opportunities for acquiring job-getting and job-holding skills.
- to develop a greater appreciation for all forms of human endeavor and respect for all work.
- to develop a better understanding of the importance of attitudes and work habits necessary for career success.

Twenty-five orientation sessions will be conducted across the State, for the following categories: (a) There are nine Superintendent's regions; the Commissioner will call a meeting in each region and request that each superintendent is accompanied by a board of education member and a designated career education contact person; (b) There are five Maine Guidance and Personnel regions; the Guidance Consultant (from the

Curriculum Division of the Department of Educational and Cultural Services) will invite the Counselors for an orientation meeting in each region; (c) An attempt will be made to meet with Deans of Education at the Higher Education institutions; (d) Requests from local districts (should they exceed the 25 planned) will be handled by the Career Education Office as a regular service to schools. At all orientation sessions, leaders will be asked to stress the elimination of stereotyping of career opportunities.

VI. NEEDS ASSESSMENT

The Needs Assessment committee of the Advisory Council evaluated the statewide situation in an attempt to determine the needs of our students, the needs of teachers, and the needs of various groups in order that each may make its contribution in a collaborative effort to implement career education. A department policy states that all survey data collected to date be reviewed to determine the necessity of any further assessment. Therefore, to comply, a study was made of all data related in any way to the concept, and the information utilized accordingly, with additional surveys where necessary.

1. The Social Science Research Institute of the University of Maine at Orono included a series of career education items in its statewide omnibus telephone survey.

2. The Career Education Office solicited all available survey data from the State Department of Educational and Cultural Services and the Career Information Center in Portland. This material was reviewed and screened by the Social Science Institute (above) for recommendations related to Career Education.

3. It was arranged to do the fifth phase of the long range Maine Assessment of Educational Progress in the subject area of career and occupational development. The information thus procured provides a valuable resource in determining critical needs and in providing direction for policy making decisions.

4. An instrument was constructed in cooperation with the National Evaluation System, Inc. to survey the mini-conference participants. The discussions were also taped and needs and recommendations were interpreted from the resulting tapes.

In all instances the results plainly indicated the need for Career Education in Maine, as can be seen from the list above. They spoke to common issues and provide a firm basis for development of the concept within the State.

Feeling that the assessment adequately covered all categories except teachers, the Council proposes to survey that group during the current year.

VII. RESOURCE IDENTIFICATION

There is an inexhaustible supply of all types of Career Education materials available from national and State sources as well as from local programs. However, in its present state it is not accessible to the LEAs. There is a distinct need to collect and organize this material in such a way that specific types of information can be stored and quickly retrieved. Also, there is need to prepare sample packets of classroom tested materials, to determine the most economical and practical way to make the collected materials easily accessible to the individual teacher.

In Maine, all existing resources, facilities, finances, programs and materials will be surveyed, reviewed and evaluated through the following activities:

1. Letters to key people will seek information in these various categories.
2. Resource centers at the University of Maine at Orono; Lodestone, the Regional Media Center serving Washington County; Operation PRIME, a Regional Instructional Media Center Service located in Portland; A Career Resource Center at Mount Blue in Farmington (a microfilm library), and other centers around the State can provide materials for research.
3. Materials available from national sources such as AIM, ARM, ERIC, CCSSO, NIE and others can be researched and made available to educators on the local level.
4. State Agencies and Community organizations will be surveyed to determine resources both human and financial which can be cooperatively contributed. (NAB, Rotary, Chamber of Commerce, Junior Achievement, Education/Military Project, CETA, and Employment Security for example).
5. An Ad Hoc Committee of the Advisory Council with the services of a consultant will prepare an initial copy of a Resource Directory of human, material and financial resources. This draft will be updated and revised periodically.
6. The Directory will contain a section on "How to--" which will give suggestions for teachers in requesting resource information. Examples: An ERIC search, invitation to resource person from Labor, Business or community to visit the classroom, exchange of ideas with other educators, request, use, and return of materials to Media Centers, and various other forms.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The first year plan at the State level revolves around orientation of the educational community, identification and compilation of resources, retrieval and validation of classroom tested materials, coordination of efforts and revision of the Proposed Plan.

The demonstrated result of these activities will be the vehicles to implement the five year goals for Career Education:

GOAL 1: Refine and develop the curriculum so that students will understand that differences in individuals' personal values do influence career choices; realize the importance of self as an individual with potential capabilities and limitations and realize the importance of academic learning in relation to career success.

GOAL 2: Expand the career education concept to involve business and community with schools in relating basic skill development to life roles and infuse the career education concept into all phases of the curriculum for all students in all grades.

GOAL 3: Provide ample information on a variety of careers so that students can recognize the abilities and skills required for alternative career clusters.

GOAL 4: Include in the curriculum components that will enable students to understand economics such as the exchange of goods and services, and legal or financial considerations in specific careers and personal matters.

GOAL 5: Make provisions in the curriculum for continuous development of decision making skills.

GOAL 6: Provide an opportunity for all students to gain an entry level skill before leaving school without sacrificing basic academic skills.

GOAL 7: Make provisions for all students to acquire job-getting and job-holding skills by acquiring an understanding of the impact of work on one's life; an appreciation for all forms of human endeavor and respect for all work; and a better understanding of the importance of attitude and work habits necessary for career success.

Each of the eight strategies of the Plan is identified as an activity with responsibility assigned to various agencies or individuals for assuring its implementation. The Office of Career Education within the Division of Instruction, will advise and help in developing plan, strategies and evaluation activities and will assist:

1. implementation of the Maine State Plan for Career Education which utilizes the combined resources of schools, homes, business-labor-industry, government agencies and the community for career education.
2. teacher training institutions and local school districts to endorse career education by developing and making available to all educators, (both pre-service and in-service) courses in theory and practice of career education.
3. local school districts to identify a career education team, to develop a sequential plan for career education.
4. the local school districts in the implementation of State Guidelines for Guidance Counselors as established by Maine Personnel and Guidance Association.
5. local school districts to provide all educational personnel the opportunity to acquire techniques and skills necessary to implement career education concepts.
6. the nine Superintendency Regions to develop and activate advisory committees, which will function to assist personnel to define needs, establish goals and determine the potential contribution of each resource involved in the career education process.
7. establish a Career Education Resource Center with a satellite in each of the nine Superintendency Regions, so located as to best serve all the students of Maine.
8. develop evaluation plans to assess the implementation of career education in Maine.

IX. OTHER RESOURCES

As the State Plan is developed, revised and implemented, all divisions of the Department of Educational and Cultural Services will be given the opportunity to contribute, each in its own sphere of operation, to the concept of Career Education. Each will have opportunity for representative input into assessment plans, procedures and evaluation.

X. DISSEMINATION

Copies of the Proposed State Plan are being distributed to participants at the 25 orientation meetings, the Superintdent's Regional meetings and all others who are known to be interested in becoming involved in the concept.

The completed plan will be distributed to LEAs, teacher training institutions, State agencies and community organizations and all others interested.

Information concerning the on-going State program will be disseminated according to a long-range goal which calls for establishing a center within the Department for collection, reproduction and dissemination of materials; satellite resource centers to insure maximum use by educators, students and community; and communication between labor/business/industry, community and the educational community by publishing career education developments and accomplishments.

CAREER EDUCATION STATE PLAN PROJECT PROFILE MARYLAND

I. IDENTIFYING INFORMATION

Project Title:	Development of a State Plan for Career Education for the State of Maryland
Grantee:	Maryland State Department of Education
Project Director:	E. Niel Carey, Coordinator Career Education Unit Maryland State Department of Education Division of Instruction P.O. Box 8717, BWI Airport Baltimore, Maryland 21240 (301) 796-8300, ext. 415, 416, 417

II. FUNDING INFORMATION

Federal Career Education Funding

Fiscal Year	Grant Number	Amount	Duration
1976	G007604188	$36,760	7/1/76 - 6/30/77
1977	G007700960	45,000	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To develop a systemic, coordinated comprehensive State plan for the implementation of career education in the elementary and secondary schools within the State, with attention to the adult and post-secondary linkage; to provide viable procedures for impacting students through career education; to assess the needs of students and business, labor, and industry; to provide a guide for the development and utilization of resources; and to develop viable procedures for evaluating the impact of career activities upon students.

This plan is being developed in accordance with Section 406, Title IV, Public Law 93-380.

IV. ROLE OF ADVISORY GROUP

The 21-member State Advisory Council on Career Education, with an additional three ad hoc representatives from the Maryland State Board of Education, was established by State Board of Education Resolution No. 1976-69 on September 26, 1976.

Each member of the Advisory Council was appointed by the State Superintendent of Schools, based upon nominations from a variety of sources, i.e., existing advisory councils, State PTA, community groups, business, labor, and industry, State Chamber of Commerce, students, man/womanpower and human resource agencies. The Advisory Council has a 38% female representation, 62% male representation, 15% Black population, a 5% student population, 25% business, labor, and industry population, and a 15% representation from higher education.

The objectives of the Advisory Council are:

1. To provide overall advice to the Maryland State Board of Education and the Maryland State Department of Education on the institutional and community needs for career education;
2. To provide specific advice to the State Department of Education on the trends and changing career patterns and options in the State; and
3. To foster resources and policy support in the regions, populations, and organizations represented on the Council and in the State, generally.

V. ADDITIONAL INPUT TO PLAN

In addition to the input to the State Plan provided by the broad population of the State Advisory Council on Career Education, the following represents other input activities:

1. Planning sessions were held with groups of people in each of the LEAs.
2. At four regional meetings held throughout the State with local guidance, career education, vocational education, and supervisory staff, the State Plan was addressed, 1976-77.
3. In three summer workshops held in June and July, 1977, with a heavy concentration of community participants in two of the workshops, the State Plan was discussed and recommendations rendered.
4. A State Conference on Career Education was held in October, 1977, at which time the State Plan was presented and a forum was conducted. A wide strata of persons were in attendance.

5. The State Plan has been presented to the local career education coordinators.

6. The Advisory Council, through the State Plan Sub-Committee as well as the total group, has discussed, reacted, offered ideas, and subsequently given endorsement to the State Plan.

7. Through a series of team visits to each of the 24 LEAs during 1977-78, the full plan will be discussed in every geographical area of the State.

8. The State PTA Conference programmed the plan for their Fall 1977 meeting.

VI. NEEDS ASSESSMENT

A statewide needs assessment has been administered to a ten percent sampling of Maryland's students in grades 9-12.

An interview technique was employed and utilized with local administrators, central staff, counselors, and the teacher in the Maryland LEAs.

Seven hundred and nineteen (719) counselors in forty percent of the LEAs were administered the Survey of Career Development Competencies for Counselors through a joint project with the Department of Counseling and Personnel Services of the University of Maryland and the Maryland State Department of Education.

In FY 76, a Business, Industry Education Survey was conducted. The assessed needs have been used as a basis for the development of the plan.

During the second year of the project, the needs of middle school students are being assessed; an elementary survey, conducted through the Divisions of Instruction and Compensatory, Urban, and Supplementary Programs will give an indication of the needs at the elementary level.

The secondary needs assessment is being expanded.

VII. RESOURCE IDENTIFICATION

The resource identification has included the following:

1. An ERIC search.

2. Review and listing of career education materials in the Maryland State Department of Education Media Center.

3. Survey of materials developed within each LEA.
4. Survey of available courses offered in post-secondary institutions.
5. Compilation of agencies, organizations, and businesses that offer potential resources.
6. Two 1977 summer workshops were conducted on the utilization of community resources.
7. Preliminary drafts of the Resource Guide have been distributed throughout the State.
8. A fuller document will be presented during the second year of the project.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Pursuant to the analysis of the various needs and the input data, the following program objectives have been established:

1. Promote and provide leadership to the LEAs in the design, implementation, maintenance, evaluation, improvement, and expansion of career education activities and services.
2. Establish a system that will provide up-to-date, accurate, accessible occupational and career planning information to practitioners and students.
3. Promote and assist a statewide program of staff development to facilitate the infusion of career education in all curricular areas.
4. Establish a system for identification, development, and utilization of community resources in support of career education at all grade levels.
5. Promote and encourage a continuum of career education programs and services K-Adult, including post-secondary institutions.
6. Promote and provide leadership in the elimination of stereotyping and bias based on race, sex, economic status, and for handicapped through career education.

IX. OTHER RESOURCES

To address special areas in the Plan, several short term task force groups have been formed. The Office of Equal Opportunity staff helped to develop the goal addressing biases and stereotyping. The Division of Special Education has addressed the needs of the handicapped. A special task force composed of persons from the post-secondary levels is in effect to assure the post-secondary linkage. Within the Maryland State Department of Education, the following areas are activity involved.

- The Division of Instruction
- The Research and Development Unit
- Project Basic
- The Division of Vocational-Technical Education
- The Division of Special Education
- The Division of Compensatory, Urban, and Supplementary Programs

Likewise, the Advisory Council is an extremely active body.

X. DISSEMINATION

Subsequent to State Board approval, copies of the State Plan for Career Education will be printed and distributed to all divisions of the Maryland State Department of Education, all LEAs, community groups, agencies, institutions of higher education, and the Governor's office.

An abridged pocket edition will be presented for use with conferences, schools, organizations and similar groupings.

To date, a condensed graphic version of the plan has been duplicated and is in circulation.

CAREER EDUCATION STATE PLAN PROJECT PROFILE MASSACHUSETTS

I. IDENTIFYING INFORMATION

Project Title: Massachusetts Career Education Planning Project

Grantee:

Project Director:
Charles Brovelli
State Coordinator for Career Education
Massachusetts Department of Education
31 St. James Avenue
Boston, Massachusetts 02116
(617) 727-8140

II. FUNDING INFORMATION

Federal Career Education Funding			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604180	$43,455	7/1/76 - 6/30/77
1977	G007700976	25,828	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To define and describe a set of statewide career education goals and performance objectives which will provide the broad parameters within which local education agencies can be encouraged and assisted to establish their own career education plans based on locally assessed needs. To determine short- and long-range objectives for the State Department of Education to provide technical assistance to local education agencies in the assessment of local needs, the identification of available resources and the development of new resources, and the matching of resources against needs for the purpose of designing local career education implementation strategies. To promote closer collaboration between all sectors of the community, at the State and local levels, to facilitate career education activities. To provide for a management structure at the State level which will enhance the efforts of local education agencies to implement career education activities.

IV. ROLE OF ADVISORY GROUP

Career Education Task Forces have been created in each of the six sub-state administrative regions of the State Department of Education. The membership of these Regional Task Forces was selected to be representative of the population mix within each region, including leaders of business and industry, organized labor, educational personnel, human service agency staff, students, parents and the general public. The purpose of the Regional Task Forces is to advise the Regional Education Councils of the Department of Education and to assist the staff of the Department's Regional Offices in the assessment of regional and local career education needs, the identification of available resources, and the development of short- and long-range plans and implementation strategies for infusing the career education concept in local school systems.

A State Career Education Task Force was organized in May, 1977 by selecting three members from each of the six Regional Task Forces in such a way as to insure representation of all population groups within the State as well as geographic distribution. The purpose of the State Task Froce is to coordinate the planning efforts of the Regional Task Forces, to solicit assistance as needed from public and private agencies and organizations, to insure that all available State resources are brought to bear in order to enhance regional and local career education activities, and to advise and assist the State Board of Education in the development of comprehensive statewide plans for the implementation of career education in the Commonwealth.

For purposes of the second year of the statewide planning effort (from July, 1977 to June, 1978), the State Task Force will be augmented to include representatives from institutions of higher education with teacher and counselor training programs, and from statewide agencies and organizations which serve the special needs of the handicapped, bilingual populations, females, minority youth and the like.

V. ADDITIONAL INPUT TO PLAN

During the second year planning phase, progress reports of the State Task Force and the Regional Task Forces will be circulated to all local education agencies and to cooperating human service agencies and organizations throughout the State, and comments will be solicited for incorporation into future planning documents.

VI. NEEDS ASSESSMENT

The initial assessment of student needs conducted by the Regional Task Forces and the State Task Force during the first year's planning phase (through June, 1977) focused on a review and analysis of data collected in prior needs assessment surveys conducted during the previous two years by the Department of Education's Executive Office of Planning, by the State Advisory Council on Vocational-Technical Education, and by local school systems in several parts of the State. Those data which were determined to be relevant for career education planning purposes were further analyzed and arrayed under eight categories of student needs (self awareness, educational awareness, career awareness, economic awareness, decision-making, basic skills, employability skills, and attitudes and appreciation).

In addition to the analysis of existing data on student needs conducted by the Regional and State Task Force groups, a telephone and mail survey was conducted by Department of Education staff of all four-year institutions of higher education in the State, public and private, to determine the extent to which they were providing pre-service training in career education philosophy and methods to currently enrolled students, and/or in-service training for the educational staffs of local education agencies in their service areas.

During the second year phase of the statewide planning effort, the project staff will collaborate with the Bureau of Assessment of the Department of Education in the design and administration of a survey of the occupational and career knowledge of a stratified random sample of 13 and 17 year old students throughout the State. Data obtained from this survey effort will be used by the Regional and State Task Forces to validate and update the data on student needs developed during the initial planning phase.

Surveys of the needs of educational personnel (teachers, counselors and administrators) and of parents will be conducted by the project staff during the FY'77 grant period, utilizing questionnaire instruments to be administered to the school staff and the parents of the students included in the stratified random sampling of student assessment.

The data from all of these assessment procedures will be analyzed to provide information for:

1. The identification of educational problems and needs for career education.

2. The validation of data to be used in decision-making and the establishment of priorities of need to be addressed in the regional and State plans for career education; and

3. The development of short- and long-range goals for career education implementation strategies throughout the State.

VII. RESOURCE IDENTIFICATION

The preliminary identification of available resources for career education accomplished by the Regional Task Froces during the first year of the planning project will provide the basis for an in-depth resource identification process during the FY-77 grant period which will attempt to:

1. Survey all local education agencies within the State to determine their available career education resources, both human and material, and to categorize those resources which might be shared;
2. Determine the availability of resources and shared services among non-educational, human service agencies and organizations throughout the State;
3. Ascertain the career education resources available from business and industry, organized labor, service clubs and other community groups;
4. Make available to career education practitioners information on the availability of national resources, such as research on national models and career education activities in other States, which could be adapted for use at the regional and local levels in Massachusetts;
5. Expand the earlier survey of institutions of higher education to include two-year colleges and technical schools, and identify all potential human and material resources in the post-secondary sector that could be made available to assist local practitioners in implementing career education activities.

All of the information on career education resources collected through this process will be disseminated to local education agencies and cooperating human service agencies and organizations through newsletters, bulletins and other printed resource guides. The information on available resources will be used by the Regional and State Task Forces and by project staff in the development of short- and long-range plans by matching assessed needs against identified resources.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Based on the needs identified during the FY-76 grant period, the short-term objectives for implementing career education in Massachusetts will include: the in-service training of educational personnel in career education principles and practices; obtaining the active support of local school boards; and developing strategies for the identification and better utilization of all community resources in the educational process.

Long-range objectives to be achieved through the implementation of a five-year plan for career education in Massachusetts will include, but not be limited to, the following:

1. The provision of State leadership in promoting collaborative efforts between and among the schools and the community at large in order to implement career education activities;
2. The development of curriculum materials for the infusion of career education into elementary, junior high and high school classrooms;
3. Pre-service training in career education philosophy and practices in institutions of higher education offering teacher and counselor training throughout the State, and the provision of continuing professional development course offerings for educational personnel by these institutions;
4. The elimination of sex stereotyping and racial bias in all career education activities; and
5. The opportunity for all K-12 students throughout the State to participate in activities which will increase their career awareness, facilitate career exploration, and provide experience in decision-making.

IX. OTHER RESOURCES

Through its Division of Occupational Education, the Department of Education has an ongoing relationship with the Massachusetts Division of Employment Security and the State's Executive Office of Economic Affairs in order to provide labor market statistics and linkages with federally funded employment and training programs. These working relationships, and other inter-agency linkages in the human service delivery field, are being expanded and strengthened for the purpose of providing broad State agency support for the development of a comprehensive career education plan.

X. DISSEMINATION

Copies of the State and regional career education plans, as drafted and amended annually, will be printed and distributed to all local education agencies, community colleges, State colleges, universities, legislative educational committees, major State and local human service agencies, employment and training prime sponsors, parent and student organizations, and the news media.

CAREER EDUCATION STATE PLAN PROJECT PROFILE MICHIGAN

I. IDENTIFYING INFORMATION

Project Title: Career Education State Plan Project

Grantee: Michigan Department of Education

Project Director: Robert J. Weishan
Director of Career Education
Office of Career Education
P.O. Box 30008
Lansing, Michigan 48909
(517) 373-9490

II. FUNDING INFORMATION

Federal Career Education Funding			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604182	$45,000	7/1/76 - 6/30/77
1977	G007700900	45,000	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To document the need for career education in the State of Michigan. To outline the steps to be taken in the implementation of career education in all school districts, and the interrelated roles and responsibilities of the persons, agencies, and organizations involved. To describe the evaluation strategy for the career education thrust in the State and the methods of dissemination of career education information and resources.

IV. ROLE OF ADVISORY GROUP

The Career Education Advisory Commission was created by State statute in 1974. The twenty members, representing parents, labor, business, students, teachers, non-educational State governmental agencies, counselors, alternative educational agencies, teacher education, community colleges, vocational educators, school administrators, and school boards of education, were appointed by the State Board of Education and each serves a period of two years. The primary functions of this advisory group are: to determine the objectives of career education, to recommend guidelines for implementation of and for professional development in career education, and to annually complete a status study.

V. ADDITIONAL INPUT TO PLAN

An effort to assure statewide input to the State Plan is underway. Input has been solicited from:

1. The Career Education Advisory Commission.
2. Community persons throughout the State by means of eight regional Career Education Workshops co-sponsored by the Michigan Congress of Parents, Teachers and Students and the Office of Career Education.
3. The Career Education - Teacher Education Consortium, a cooperative organization of representatives from eight State universities and two private colleges.
4. The Advisory Councils from the 53 Career Education Planning Districts, an intermediate level structure that links LEAs to the State educational agency.
5. The 530 local school districts.

VI. NEEDS ASSESSMENT

A status study on the level of implementation of career education in all school districts was completed in the 1976-77 year. This survey elicited from superintendents their perceived needs for services from the State, their ratings of the importance of different student outcomes, and their judgment of the professional development and program implementation needs within their districts.

Student measures in career education are presently being developed and a statewide sampling will be taken of the level of student achievement in career development skills, attitudes and understanding in the 1978-79 year.

VII. RESOURCE IDENTIFICATION

The Career Education Resource Center at Michigan State University, catalogs and disseminates all State developed material in Career Education, including the Michigan Career Education Resource Guide.

An NIE funded Career Education Dissemination Project (CEDISS) is the primary vehicle for resource identification and dissemination. Career Education materials, both national and local, will be screened, selected, and abstracted, and a resource list disseminated through the computer terminals of eight regional resource centers in the State.

A resource list of resource persons and locally produced career education materials is being developed and will be disseminated to all school districts.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The One- and Five-Year Objectives were drafted by a Task Force made up of persons from local school districts, Career Education Planning Districts (CEPDS), universities, and the State Department of Education. These objectives were separately reviewed by CEPD Career Education coordinators, the Career Education-Teacher Education Consortium, and school personnel in the local districts. As a result of input from these various sources, the objectives are being revised so as to more accurately reflect the thinking and planning of all persons involved in career education implementation in the State. A more extensive review of the revised draft by the local districts is planned: the task force will meet with representatives of local districts in a series of regional meetings.

IX. OTHER RESOURCES

Career education in Michigan is receiving support from a number of non-educational organizations, businesses, industry, and community persons such as the following:

1. The Michigan Congress of Parents, Teachers, and Students is actively promoting career education awareness in parents through their regional and local associations.

2. General Motors Corporation has a career education coordinator at each of its plants, and has sponsored a number of career education conferences with the purpose of bringing industry and business persons together with educators.

3. The United Auto Workers organization disseminates career education information through their education office.

4. The Chamber of Commerce, Junior Chamber of Commerce, Junior Achievement, Boy Scouts of America, 4-H, and numerous other organizations have publicly voiced their support of career education and are engaged in activities which bring career education to young people through out-of-school programs.

Other divisions in the Michigan Department of Education are involved in the development of the State Plan. An Ad Hoc Committee made up of members of the different service areas is working on coordinating planning at the State level. Research, Evaluation and Assessment Services works closely with the Office of Career Education in improving evaluation procedures, and in developing assessment devices for measuring student progress in career development. The Experimental and Demonstration Centers Program is assisting with the identification and funding of exemplary career education programs and practices.

Other career education supporters are:

1. The CEPD Coordinator Advisory Groups, consisting of key persons in the CEPD organization structure who form an efficient communication network in the State.

2. "Public Action for Career Education" (PACE), a non-partisan, nonsectarian, non-profit organization of career education supporters who wish to increase the public's awareness of and commitment to career education.

X. DISSEMINATION

The preliminary draft of the State Plan was mailed to all Career Education Advisory Commission members, the Education committees of the House and Senate of the State legislature, State Board of Education members, key persons in the Department of Education, the Career Education-Teacher Education Consortium, the Career Education Planning Districts, the 58 Intermediate School Districts and the 530 local school districts.

Copies of the completed State Plan will be distributed to the above groups, as well as to all interested persons.

I. IDENTIFYING INFORMATION

Project Title:	Creating a Minnesota Career Education State Plan
Grantee:	Minnesota State Department of Education
Project Director:	Phyllis M. Paul Career Education Coordinator Room 651 Capitol Square Building State Department of Education St. Paul, Minnesota 55101 (612) 296-1432

II. FUNDING INFORMATION

Federal Career Education Funding			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604192	$45,000	7/1/76 - 6/30/77
1977	G007701097	38,000	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To utilize existing resources for career education in a cohesive and organized manner. To improve cooperative efforts for career education inter and intra-divisionally within the Department of Education; To build and increase awareness of potential involvement in career education activities for all community members at both State and local levels; to provide a framework or model which may be utilized to fit local needs. To provide a framework of career education goals and objectives which may be used for both in-servicing and pre-servicing educators at all levels of functions. To provide procedures for statewide dissemination of career education planning procedures and strategies and estimated costs for the proceedings. To provide a system of modification procedures of the approved short and long-range plans which will reflect changing needs and growth in philosophy and research concerning career education.

IV. ROLE OF ADVISORY GROUP

The 32-member Minnesota Career Education Task Force was appointed by the Minnesota State Board of Education in May, 1976. They represent 12 different community memberships: State Agency, State Government, Business and Industry, Labor, Institutions of Higher Learning, School Administration and Boards, Counselors, Teachers, Vocational Education, Parents, Students, and Community Service Groups.

Their charge from the State Board was to:

1. Review and/or recommend needs assessment in career education for all students, K-12 in the State of Minnesota including the special needs students.

2. Review and/or recommend needs assessment for the training and retraining of education personnel to serve in career education programs.

3. Review and/or recommend a definition of career education for the State of Minnesota.

4. Review and/or recommend a philosophic base for the implementation of career education in Minnesota.

5. Review and recommend funding sources, particularly ways and means of reallocating State and local resources.

6. Recommend the provisions to be contained in a short range (one year school year 1977-78) and long range (five years-school years 1977-1978 through 1981-1982 inclusive) plan for the development and implementation of career education.

7. Recommend a management system which would include the involvement of all appropriate divisions of the State educational agency, and the qualifications of the staff which would coordinate the implementation of appropriate aspects of the State education agency's involvement with the plan.

8. Recommend means of incorporating family life training for families with pre-school children into the plan.

The Task Force completed their recommendations for a Short-Range Career Education State Plan which was approved at the December 13, 1976 Minnesota State Board of Education meeting. The principal tenets of the Plan include data support, definitions of career education, a rationale for Minnesota, nine goals for career education and a three-year leadership, management and personnel training system with budgets.

The Task Force is developing a long-range plan which enlarges upon the general goals and management system of the short-range plan. Its principal tenets will include those of the approved Plan plus a student outcome scope and sequence, K-12, related to the nine goals; a matrix system of involvement by all community groups as represented by the Task Force membership; a use and cost management system of dissemination of the information and suggested procedure of the plan; and modification procedures. It will also include a local level prototype of the use and cost of matrix.

V. ADDITIONAL INPUT TO PLAN

Besides the input from the broad representation from the Task Force who will be responsible for making final recommendations to the State Agency regarding the long range plan, several procedures have been and will be used for a very wide range of involvement in the planning process. They include:

1. Contacting of approximately 100 statewide agencies, organizations and businesses for input into the systematic matrix for statewide involvement.

2. Receiving recommendations from the intra-state agency Career Education Task Committee which represents every Division within the Agency.

3. Sending out rough drafts of the scope and sequence student outcomes to approximately 300 individuals reflecting all 12 groups represented on the Task Force.

4. Hiring consultants of career education practitioners to initiate the springboard document for the scope and sequence student outcomes.

5. Hiring consultant to review literature for springboard document for the systematic matrix for community involvement.

6. Conducting 10 Educational Cooperative Service Unit Informational meetings to train local systems and receive input regarding future planning.

VI. NEEDS ASSESSMENT

Prior to the planning grant, a statewide needs assessment had been conducted. Two kinds of survey instruments were used for two different kinds of objectives. They were: (a) to discover the career education needs at the district level by surveying administrators and (b) to discover the career education needs at the K-12 classroom building level by surveying teachers and counselors.

The topics of the survey to Minnesota district superintendents included biographical data, funding sources for career education, formulation of objectives, facilitation barriers and supports, evaluation data, public relations, audiences and techniques, training resources and needs, importance level and implementation level of career education goals and the identification of staff involved in career education activities. The level of return was 98.7%.

The topics of the survey to the teachers and counselors included biographical data, career education training experience and importance level, implementation level and training needs level of career education student outcomes. The levels of practitioners included elementary teachers, secondary general education and vocational/practical arts teachers, and secondary counselors. The rate of return for this group was 88.3%.

The data from this study were used in the formulation of the approved Minnesota Career Education Short-Range Plan.

In addition, a sample of 11th grade students from the total Minnesota population will be tested using career education achievement instruments developed by the College Entrance Examination Board. Minnesota is a part of the consortium in the development of these instruments.

VII. RESOURCE IDENTIFICATION

Six potential areas of resources have been identified. They include:

1. Career Education Instruction Materials - The resources include computerized national information centers, the State Minnesota Occupational Information System and the Minnesota Instructional Materials Center, our State professional library, publishing houses, and local teacher made materials.

2. Educational Facilities - These include all post-secondary liberal arts and vocational education institutions and the Education Cooperative Service Units.

3. Education Personnel - These include all levels and degrees of persons involved in the teaching of youth and the training of educators.

4. Career Education Programs and Practices with Potential for Use Within The State - The list established in the survey of needs assessment needs updating on a periodic basis. Also State Agency sponsored programs need such updating.

5. Business, Labor, Industry, Professional, Government and Other Community Resources - Approximately 100 of these have been identified through the Task Force resources and the use of State directories.

6. Funding Sources and Funds - A Minnesota publication depicts these.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The short term objectives as identified in the approved Short-Range Plan include: conducting 10 informational meetings by the summer of 1978 school year; holding leader-trainer workshops for representatives from a minimum of 45 school districts for the fall of 1978; beginning systematic implementation of a local Career Education Plan in 45 school districts by the summer of 1979; evaluating procedures used to accomplish 1-3 by summer of 1979; using an ongoing Task Force to advise on implementation and to continue to add-to, revise, and update plan.

The long-range objectives will include: incorporation of ways and means to reduce sex and race stereotyping; incorporation of career development education into curriculum and activities of special needs students; implementation of a systematic career development education plan in every school district in Minnesota; involvement of the total community in career development education; availability of help in career development planning to all children, youth and adults in Minnesota; institutionalizing career development education through teacher training programs, in-servicing of all current school professional and para-professional personnel, support from State and Federal legislation and involvement within the State Agency.

IX. OTHER RESOURCES

Our primary support will come from the people of the State of Minnesota. If what we believe is true, which we do believe, and when the people have a chance to learn what can be offered through career development education, then it will succeed because the public will demand it. If all of this is but "sound and fury, signifying nothing" then the people, whether educators or layperson, will not support it and it will fail. By all that we have known, experienced and feel, the latter will not happen.

X. DISSEMINATION

Copies of the completed Minnesota Short-Range Career Education State Plan have been distributed upon request. Also many presentations have been made regarding the Plan by the Project Director.

I. IDENTIFYING INFORMATION

Project Title:	To Develop a State Plan for Career Education in Mississippi
Grantee:	Mississippi State Department of Education
Project Director:	James J. Hancock State Coordinator for Career Education Mississippi State Department of Education Office of Career Education P.O. Box 771 Jackson, Mississippi 39205 (601) 354-7635

II. FUNDING INFORMATION

Federal Career Education Funding

Fiscal Year	Grant Number	Amount	Duration
1976	G007604191	$45,000	7/1/76 - 6/30/77
1977	G007700942	58,991	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To establish a sound basis for acquiring a proper philosophy of career education by students, school faculty, business, labor, industry personnel, home and family, governmental and legislative members at the State level, and other vital groups. To coordinate efforts, clarify roles, establish goals and objectives, and to establish viable procedures for measuring the impact that career education activities have had and will have on students, faculty, business, labor, industry, and other aspects of their respective communities. To establish goals and objectives and develop strategies for implementation, coordination, and evaluation of a statewide career education program. To provide for both preservice and inservice training of career education personnel. To establish methods of disseminating career education information.

IV. ROLE OF ADVISORY GROUP

The State Career Education Advisory Group was appointed by the State Superintendent of Education, Dr. C.E. Holladay, and is composed of individuals representative of business, industry, labor, education, government, parents, and students. The Advisory Group was organized in September, 1976 to:

1. Advise and assist in the development of a State Plan for Career Education by providing input during the development and revision of the State Plan. The exact nature of this input will relate to such things as: analyzing needs assessment data, prioritizing needs, developing goals, objectives, and strategies, identification of resources, selection of validation sites, staff development (pre- and inservice) and evaluation.
2. Locate and enlist support and assistance from local groups during the planning of career education in Mississippi.
3. Serve as a catalyst for State action and involvement.
4. Provide information regarding educational and education related needs in the State.
5. Communicate State concerns to the National Advisory Council on Career Education.
6. Serve on "open forum" panels regarding public review and reactions to the "drafted State plan."

V. ADDITIONAL INPUT TO PLAN

In addition to input from the State Career Education Advisory Group, a "Mississippized" Houston Conference will be held, followed by eight regional "open-forum" type meetings to gather reaction and comment.

VI. NEEDS ASSESSMENT

An assessment of career education needs in Mississippi was conducted during the 1976 grant year. A probability sample of public school students, teachers and staff in schools for the disadvantaged was chosen for survey. The sample included subjects in each of the ten Mississippi Planning and Development Districts. This was done so certain demographic data pertinent to a statewide career education program could be utilized by the State Career Education Advisory Group in their recommendation for program development.

Within each Planning and Development District, a statistical random sample of 2,250 students from grades 6, 9, and 12 and 500 faculty from the respective schools were chosen for the survey. Two four-year universities and one junior college were chosen from which 250 sophomores were surveyed. In addition, students and faculty from three State schools for disadvantaged persons (Schools of the Deaf, Blind and Crippled Children) were chosen in the sample. During the 1977 grant year these needs will be reviewed as they related to validation and revision of the drafted State Plan.

Needs as known by business, labor, industry are nearing completion. In order to be more comprehensive and to project adequately for long-range planning it will be necessary to conduct needs assessments regarding career education to include procedures and targets as outlined below:

1. Assessing individual needs:

    a) Selecting techniques to be used in gathering data.

    b) Identification and selection of items for assessing the life-long career development needs of all individuals, regardless of cultural, economic, educational, and racial backgrounds and including the disadvantaged, handicapped, and both sexes in: preschool (early childhood), adults ages 18-29, 30-44, 45-65, and retired adults.

    c) Assess the needs as perceived by parents and/or guardians of pupils grades 1-12.

2. Assessing needs of State agencies, institutions, and various statewide groups involved in meeting above individual needs and fulfilling their roles in career education.

    a) Selecting techniques to be used in gathering data (surveys and interviews).

    b) Developing (or selecting) instruments for assessing a statewide representative sample concerning the perceived needs of various agencies and support groups, for implementing their role in career education. Among the groups to be assessed are: Disadvantaged support groups, Handicapped support groups, Mississippi Personnel and Guidance Association, Mississippi Association of Educators, Mississippi Legislature, Institutions of Higher Education, Junior College Association, Teacher training institutions, State Board of Health--health agencies, and Representative professional and civic groups.

3. Providing general procedural guidelines:

    a) For local school district validation sites in selecting and/or developing assessment instruments for the educational community and the non-educational community.

    b) For the establishment of local goals and objectives, including student outcomes.

    c) Concerning the roles of various individual and school/community groups in implementing career education.

    d) For evaluating career education efforts, i.e., the impact on students, teachers, and community. (This should result in follow-up techniques that are real for each school district).

When all data has been collected and analyzed, it will prove useful in identifying strengths and weaknesses in on-going career education programs, identifying problem areas, increasing accountability, and prioritizing areas of need in the various career education programs throughout the State.

VII. RESOURCE IDENTIFICATION

The procedures used during grant year 1976 for surveying existing and potential resources are continuing as indicated below:

1. Review of career education instructional materials in an on-going process for the purpose of making local education agencies aware of the various materials that will contribute to the achievement of their overall career education goals as well as to the achievement of student goals and objectives.

2. Review information received regarding career education resource centers and facilities utilized in alternative programs.

3. Maintain a directory of human resources (State and local coordinators of career education, teachers and counselors).

4. Research business, labor, industry, etc., for successful and innovative education systems and shared services.

The data collected will be compiled and made a part of the Resource Guide which will be finalized during this grant year and updated annually thereafter. The Resource Guide along with "How to Do It" materials will be made available to local education agencies throughout the State of Mississippi.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Short-Term: Establish certification requirements for all pre-service teacher training programs, develop strategies for providing inservice staff development for all teachers in Mississippi public schools, adopt or design learner outcomes for career development, obtain broad based support for career education, define counselor's role in career development, and design strategies for State Conference and follow-up activities for career education.

Long-Term Goals and Objectives: To provide staff development for educators in the area of career education, to include career development in the accountability program for school districts, to modify curriculum offered in schools such that the school experience of students will be made relevant to life, to document needs for career education through periodic evaluation, to expand career guidance and counseling services in emphasizing career development, and to develop an awareness, involvement, and support of career education programs by business, labor, industry, government, and the home.

A more realistic time line schema will be developed for projecting the status of the career education program in Mississippi as the five-year plan evolves.

IX. OTHER RESOURCES

A State Department of Education Career Education Council composed of members from all appropriate divisions of the State Department of Education will be utilized in conjunction with the SCEAG in an advisory capacity for implementing a State Career Education Plan.

Personnel from the Division of Vocational and Technical Education, Title Programs, and Vocational Rehabilitation will furnish expertise in vocational and special education areas.

Other State governmental units involved will be the Governor's Office of Job Development and Training, Employment Security Commission, and the State's colleges and universities.

The National Alliance of Businessmen and the Appalachian Region Commission will also serve as very valuable resources.

X. DISSEMINATION

Information will be disseminated relative to State planning for career education via communications from the project director's office, a career education newsletter, "Career Education News Briefs", and news media (radio, television, newspapers, and the Mississippi State Department of Education publication, "Education in Mississippi"). A copy of the final approved State Plan for Career Education will be disseminated throughout the State and to all State coordinators of career education.

Some materials and/or information will be disseminated in a routine fashion to State Career Education Advisory Group members, superintendents of local school districts, schools of education, etc. Other materials and/or information will be provided upon request.

I. IDENTIFYING INFORMATION

Project Title:	Development of a State Plan for Career Education in Montana
Grantee:	Montana Office of Public Instruction
Project Director:	Patrick Feeley Career Education Consultant Office of Public Instruction State Capitol Helena, Montana 59601 (406) 449-3806

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1977	G007700938	$51,214	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To develop an overall direction for the implementation of career education in LEAs within the State. To establish both short and long-range goals for career education program development. To demonstrate the need for career education within Montana. To identify appropriate strategies and activities which can be utilized in meeting short and long-range objectives. To identify resources, human, curricular and financial, available to assist in meeting career education objectives. To identify training and retraining needs of those responsible for career education. To involve the business, labor, professional, government community in career education. To establish methods for dissemination of career education information and practices.

IV. ROLE OF ADVISORY GROUP

The 24 member Advisory Group was appointed by Superintendent of Public Instruction, Georgia Rice, and represents parents, students, teachers, administrators, counselors, State government, business, labor, minorities and higher education. The group was organized in September of 1977 to:

1. Provide recommendations regarding the development of short and long-range plans for career education.
2. Locate and enlist support and assistance from important State and local groups.
3. Communicate with the National Advisory Council for Career Education, to include suggestions concerning policies and legislation.
4. Review and evaluate data acquired through the statewide needs assessment and determine appropriate priorities for career education.
5. Assume a leadership role in organizing a conference, or a series of conferences designed to: (a) seek reactions of various audiences to the needs assessment data; (b) provide information on available resources for career education; and (c) help update participants on the current state of career education in Montana.

V. ADDITIONAL INPUT TO PLAN

1. Each LEA will be asked to identify local career education resources, particularly those which are transportable.
2. The broadly representative Advisory Group will solicit comments from the various categories represented in the group during public meetings.

VI. NEEDS ASSESSMENT

A statewide needs assessment for administration to a random sampling of Montana's 170,343 K-12 students was administered during the fall of 1977. Students in grades 6, 9, and 12 were assessed. The sample population was selected so as to assure a reliability of plus or minus 10%. The needs assessment instruments were designed and administered by the National Center for Career Education. The survey also included a sample of Montana teachers, administrators, counselors and parents. Business and labor organizations comprised an additional part of the survey. All instruments will attempt to determine the exten of sex-role stereotyping among the various audiences.

The analyzed data from all needs assessment sample populations will be used to:

1. Develop State level goals for career education.
2. Identify problems in education which can be addressed by career education.
3. Prioritize areas of need.
4. Determine appropriate applications of existing resources.
5. Improve the quality of career education decision-making and program development.

VII. RESOURCE IDENTIFICATION

Procedures used to survey and evaluate existing and potential resources for use in implementing career education within the State include:

1. Survey LEAs concerning their career education resources, with emphasis on teacher-developed resources which are transportable.
2. Survey LEAs concerning human resources available for assistance to other LEAs.
3. Research materials available through national sources such as AIM, ARM, ERIC, CCSSO, NIE and NCCE; disseminate appropriate findings to LEAs.
4. Survey other State coordinators who had planning grants in FY'76 and review results of their resource identification efforts.
5. Administer a needs assessment to the business, industry, labor, professional community to identify potential resources.

The publication resulting from these procedures will be revised annually and will be available as a supplement to the State Plan.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The short-term or one year plan will be based on identified needs and will include:

1. A plan for pre-service and in-service training for teachers, counselors and administrators.
2. Strategies for identification and utilization of community resources.
3. Implementation guidelines for initiating local career education efforts.
4. Strategies for distribution of future funding to LEAs.
5. Identification of resources for career education including human resources, curriculum guides and financial assistance.

The five-year plan will be determined by evaluating progress of the planned one-year objectives. At a minimum that plan includes:

1. Involvement of the majority of elementary, secondary, and post-secondary students in identifiable career education efforts.
2. Provision of adequate career education instructional material and professional literature.
3. Leadership and expertise to develop collaborative efforts in implementing career education at various K-adult levels.
4. Identifying and implementing appropriate career education efforts for the handicapped and the gifted and talented.
5. Eliminating sex-role bias in career education.
6. Establishing useable evaluation methods to determine effectiveness of career education.

IX. OTHER RESOURCES

Major units of the Office of Public Instruction will be involved with the needs assessment and the Advisory Group. Requests will be made of each unit for input into policies and activities as well as for assistance in evaluating identified resources.

The National Center for Career Education, located in Missoula, Montana, will be heavily involved in plan development beyond their formal role in the statewide needs assessment.

X. DISSEMINATION

Copies of the completed State Plan for Career Education will be duplicated and distributed to local school systems, units of higher education, divisions of the Office of Public Instruction, the Advisory Group and interested community and State organizations. Information relative to plan development and results of the statewide needs assessment will be distributed during the planning period.

I. IDENTIFYING INFORMATION

Project Title:	Developing a State Plan for Career Education
Grantee:	Nebraska Department of Education
Project Director:	Jenne Garvey Career Education Consultant State Office Building 301 Centennial Mall South P.O. Box 94987 Lincoln, Nebraska 68509 (402) 471-2476

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604190	$45,000	7/1/76 - 6/30/77
1977	G007700977	47,610	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

The State Plan for Career Education will provide direction and coordination for the State Department of Education and local education agencies in implementing career education. The purpose of the State planning effort is to:

1. Review the status of career education in Nebraska.
2. Determine the needs of business, labor, industry, students, teachers, and community members as they relate to career education.

3. Identify existing and potential resources which will assist in implementing career education, including instructional materials, educational personnel, career education programs and funding sources.

4. Develop one-year and five-year objectives for meeting the identified needs of the various populations of the State.

IV. ROLE OF ADVISORY GROUP

Twenty-three persons from the various geographic regions of Nebraska were appointed to the Nebraska Advisory Council for Career Education in December, 1976. Representation on the council includes: the State Department of Education - Instructional Division and Vocational Education Division, post-secondary education, government, business, industry, and labor, teachers, administrators, counselors, students, parents, and representatives for minority and equality concerns.

The purpose of the Nebraska Advisory Council for Career Education is to advise the Career Education staff, the Commissioner of Education, and the State Board of Education in regard to the needs of the State in career education.

Through the work of three Task Forces, the Advisory Council has drafted a position statement on career education, reviewed the needs assessment data, reviewed a draft of the State Plan for Career Education, and reviewed the implementation of career education in Nebraska and other States.

The second year activities for the State Advisory Council for Career Education will include:

1. Reviewing and making recommendations for the Needs Assessment Strategies for 1977-78 based on limitations of previous year's Needs Assessment.

2. Reviewing and making recommendations for the one and five-year objectives for the State Plan for Career Education with special attention to the goals and objectives for special groups, i.e., minorities, the handicapped and disadvantaged, etc.

3. Reviewing and recommending the adoption of the State Plan for Career Education to the State Board of Education.

4. Participating in planning activities for career education in each of the six Regional Planning Committees.

5. Reporting activities of State planning project for career education to specific groups which each council member represents.

V. ADDITIONAL INPUT TO PLAN

In addition to the input from the broad representation on the Advisory Council, there are six Regional Planning Committees for Career Education. These Planning Committees are geographically located across the State and include representatives from business, industry, labor, and education. Members of the Regional Planning Committees meet at least twice a year to provide direction to the planning efforts for career education.

VI. NEEDS ASSESSMENT

A state needs assessment was conducted during FY'77. The assessment consisted of a program inventory and a census survey.

The purpose of the program inventory was to collect data on the status of career education in Nebraska.

The program inventory was administered to school districts which have on-going career education activities. The inventory consisted of a checklist of items pertaining to possible characteristics such a program might actually possess. Areas covered by the inventory include staffing, staff training, management techniques, budget information, future plans and needs, and community involvement activities.

The purpose of the census survey was to collect data on the needs, attitudes, and other personal traits of individuals as are relevant to the interests of career education. Individuals assessed were 6th, 9th, and 12th grade students, teachers, and members of the Regional Planning Committee. Four instruments were developed for use in the census survey:

1. A philosophic climate scale designed for the general adult population and administered to members of the Regional Planning Committee.

2. A teacher needs inventory designed for teachers involved or becoming involved in career education activities.

3. An elementary level attitude scale designed for upper elementary students.

4. A secondary level career planning and decision making needs inventory designed for secondary students.

The latter three instruments were piloted in six school districts. One of the principal objects of this assessment was to validate the instruments which were developed. Since the six school districts were geographically distributed across the State, the data obtained from the instruments will also provide an indication of statewide needs for career education.

The needs assessment for FY-78 will assess specific populations of students and teachers. The needs of high school graduates and special needs students will be the focus of the student needs assessment. The teacher needs assessment will assess the needs of student teachers and special education teachers.

The assessment of community and citizen groups will focus on assessing the perceptions of the community in their relationship to career education.

The results of the needs assessment will be used to develop guidelines and recommendations for the planning and implementation of career education at local levels. The problems and needs that are consistently identified by the sites will serve as a basis for the development of statewide strategies and activities.

The results of the pooled population specific needs assessments will be used as part of the input in the development of State level goals and objectives for career education in Nebraska.

To accomplish the objectives of the needs assessment, two school districts in each of the six Planning Regions will be involved in the State planning project. Each school district will have a management plan for career education. The plan will cover the organization of the school personnel into working committees, the needs assessment, the interpretation of the needs assessment results, the development of a plan and timeline for the implementation of career education, the training of staff, the involvement of community and citizen groups, etc. Each of these phases of the process will be accompanied by a checklist of progress indicators. The LEA personnel will periodically meet with the Regional Planning Committee to report progress, problems, and needs.

VII. RESOURCE IDENTIFICATION

Efforts in identifying resources for career education during 1976-77 focused on locating sources of information and identifying the type of information available.

The Resource Guide includes:

A. National Resource Identification for:

   1. sources for career education information at the national level.

   2. information regarding financial resources for career education at the national level.

B. State Resource Identification for:

   1. local education agencies with personnel and materials which could be available to assist others in career education.

   2. educational service units with personnel and materials which could be available to assist others in career education.

   3. technical and community colleges with personnel and materials which could be available to assist others in career education.

   4. colleges and universities with personnel and materials which could be available to assist others in career education.

   5. the State Department of Education which has personnel and materials for use by local education agencies.

C. Local Resource Identification for:

   1. social, civic, and professional organizations which have resources in career education.

   2. business and industrial organizations which have resources in career education.

The Resource Guides will be disseminated to local education agencies to assist in identifying and utilizing resources for implementing career education.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The State Plan for Career Education is based on needs which have been identified through the Statewide Needs Assessment for Career Education.

A tentative draft of the State Plan was reviewed by six Regional Planning Committees for Career Education and the Nebraska Advisory Council for Career Education.

The plan includes:

1. Defining the roles of State and local educational personnel in career education.

2. The strategies for implementing career education including specific objectives for: accomplishing curriculum revisions, establishing the role for career guidance and counseling in career education, meeting the needs of special populations in career education, involving business, labor, and industry in career education, providing career education in-service training to local education staffs, and defining the role of colleges and universities in career education.

3. Identification of resources needed to achieve each of the objectives.

Additions to the plan for the second year will include: plans for evaluating achievement of the objectives in the State Plan, and plans for allocating funds which become available for the implementation of career education.

IX. OTHER RESOURCES

A Resource Team of career education practitioners has been organized to assist local school districts in planning to implement career education. Members of the Resource Team are available for consultation and workshops.

The State Department of Education also has an in-house Task Force for Career Education which provides input for the State Plan. Members of the Task Force represent each of the divisions of the Department of Education. They have provided suggestions and recommendations for the development of the State Plan for Career Education.

X. DISSEMINATION

Copies of the completed State Plan for Career Education will be available upon request to: local education agencies, post-secondary institutions, divisions within the State Department of Education, members of the Advisory Council for Career Education, members of the Regional Planning Committees, and other individuals making requests for the plan.

I. IDENTIFYING INFORMATION

Project Title: Career Education State Plan Development in Nevada

Grantee: Nevada Department of Education

Project Director:
James H. Bean
Education Consultant
Nevada Department of Education
Capitol Complex
Carson City, Nevada 89710
(702) 885-5700

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604193	$45,000	7/1/76 - 6/30/77
1977	G007700869	41,513	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To provide the Nevada school districts, other agencies and appropriate people in the Nevada Department of Education with a comprehensive and systematic plan, both short range (one year) and long range (successive years to five years). The plan is to include a career education concept, current status of career education programs in the State, an assessment and identification of needs in career education, available career education resources, and objectives, activities and procedures to be considered for implementing and evaluating career education statewide.

IV. ROLE OF ADVISORY GROUP

The Advisory Group was established and named the Career Education State Plan Advisory Committee. The process used to form the Advisory Committee was guided by the requirements under 45 CFR 160 d.14 specifying the following representation:

1. Major units of the State Educational Agency
2. Other State governmental units
3. Business and Industry
4. Labor
5. Institutions of Higher Education with educational personnel preparation programs
6. School administrators
7. Counselors
8. Teachers
9. Vocational education personnel
10. Parents
11. Students

On August 10, 1976 the Superintendent sent letters of appointment to twenty-two nominees and all accepted appointment to the Advisory Committee.

Throughout the project the Advisory Committee will provide assistance by meeting the following objectives:

1. To provide advice on the needs assessment model and the strategy for conducting the needs assessment.
2. To assist the Career Education Service Team with the task of identifying existing and potential resources to be used in the development and implementation of career education.
3. To assist the career education staff with suggestions for the development of a State plan for the implementation of career education.
4. To review the first drafts of the State plan for career education in Nevada and make recommendations for changes and improvements.

Subsequent to the founding of the Career Education State Plan Advisory Committee, the committee accepted additional duties in career education and the title has been changed to Career Education Advisory Committee.

V. ADDITIONAL INPUT TO PLAN

At a meeting of the Career Education Advisory Committee, the State Plan staff was directed to hold regional public hearings for the purpose of gaining reaction to the plan and suggestions for improving the plan. This will be accomplished during the 1977 Project Year.

VI. NEEDS ASSESSMENT

The Nevada State Plan for Career Education is founded on a needs assessment in three areas: (1) student goals and objectives, (2) training of education personnel, and (3) career education program resources (materials and human).

Both the career education student goals and objectives needs assessment and the training assessment of education personnel utilized the Nevada Needs Assessment model. This model is a discrepancy model and provides for the comparison of status against predetermined expectations. Three Department of Education publications developed by schools and community input provide the expectations for career education in Nevada:

> Career Development in Nevada: A Conceptual Model of Career Education for Nevada, 1976, Second Edition
>
> Career Development in Nevada: Goals and Objectives, 1974, and
>
> Career Development in Nevada: Organizing for Instruction, 1974.

A. Nevada Student Goals and Objectives Needs Assessment

The Nevada Department of Education, through a contract with Multi-Media Associates, developed and administered a Career Education Needs Assessment Criterion-Referenced Test for the purpose of identifying and documenting responses of students to items constructed to measure the career education objectives for the State of Nevada (Career Development in Nevada: Goals and Objectives, 1974).

The needs assessment program will provide the status of student performance and the indicated needs in each career education goal and subgoal area for the predetermined priority objectives.

Multi-Media Associates consultants field tested each set of items with students prior to their submission to the Nevada State Department of Education. This was done to remove any ambiguities from the test items and to check the vocabulary, readability level, and alternative answers.

Each test level consists of 60 items, two items for each of the 30 objectives selected for assessment. Each item is of the multiple-choice type with four possible choices for each item. Since a great majority of the objectives were affective in their nature, the items were constructed to assess attitudes, feelings, and emotions.

A stratified sample of 3,000 Nevada students was selected from the total student population of 120,571 to participate in the assessment which was conducted during February 28, 1977 through March 11, 1977.

All school districts in Nevada participated in the needs assessment. The number of students selected for the sample from each school district was proportional to each district's total student population.

The test results were analyzed and reported by the following categories for each test level:

1. Overall (combined ethnic, geographic, and categorical aide subgroups).

2. Geographic Region (urban, rural, and remote rural).

3. Ethnic Representation (American Indian, Black American, Asian American, Spanish-American, and other).

4. Special Categorical Aide Representation (ESEA Title I and special education for elementary school students).

The career education needs assessment will provide data on the status of student performance and indicated needs in each career educational goal and subgoal area as well as special population category and school level on a statewide basis.

B. Educational Personnel Training Needs Assessment

The object of the assessment is to draw appropriate conclusions and make recommendations for improvement in education personnel development programs based on the results of a needs assessment survey.

The State of Nevada has adopted a career education concept, suggested for Nevada schools, eight career education goals, and a suggested means of implementing career education in an infusion process.

The concept, goals, and implementation suggestions are described in the three Nevada Career Education publications.

With the advice and assistance of the State Career Education Advisory Committee, the career education service team designed an instrument of 77 items. Each item in the assessment instrument was a statement to be reacted to in one of four ways:

1. Selection A - very important
2. Selection B - of importance
3. Selection C - of little importance
4. Selection D - not important

The instrument was administered to a stratified random sample of 1,685 educators throughout the State with a survey response representing 11% of Nevada's 7,094 educators. The instruments were designed to assess the following:

1. The extent to which educators have the knowledge of career education, as it is conceptualized for Nevada's schools in Career Development in Nevada: A Conceptual Model.

2. The extent to which educators are able to demonstrate a knowledge of the goals and objectives of career education for Nevada as suggested in Career Development in Nevada: Goals and Objectives.

3. The extent to which educators are able to demonstrate a knowledge of ways in which to organize for instruction in career education. This will include, but not be limited to, the procedure outlined in the document entitled, Career Development in Nevada: Organizing for Instruction.

The information gained from the educator training needs assessment will be used to design objectives and activities for training on both the short and long range basis for inclusion in the State Plan.

VII. RESOURCE IDENTIFICATION (Career Education Progress Resource Assessment)

Procedures for identification of resources are in two phases and include (1) the use of the Research Coordinating Unit, Research and Educational Planning Center, College of Education, University of Nevada, Reno and (2) the Department of Education Career Education staff for conducting an in-State survey.

During the 1976 project year, the Research and Educational Planning Center conducted a nationwide search for career education resources by utilizing known sources of information (SEA's, ERIC, Exemplary and Career Education Projects, etc.).

Once the search had been completed, the Research Coordinating Unit reviewed the resources to determine if they were appropriate for Nevada, based on the "Conceptual Model for Career Education in Nevada's Schools."

The Department of Education Career Education staff, also during the 1976 project year, designed and administered a questionnaire to survey the existing career education resources and programs in the schools. This survey will identify status of programs and resources available in the State.

Data collected from both searches will be used to identify the needs in resources both short and long range. In addition, the Department of Education has initiated a Career Education Resource Center to gather catalogs and disseminate information on career education materials throughout the 1977 project year and will publish and update a catalog of materials including the results of the Research and Educational Planning Center search.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Utilizing the needs assessment results, the writing of the one through five year plans has been initiated by plan development committees which were expanded from subgroups of the Advisory Committee.

The Committees met on May 27, 1977 and reviewed the data and the career education assessment reports.

Based on the assessment, the Committees made recommendations for the implementation of career education programs, the career education training for educators, and the strategies for implementation.

All recommendations made by the Committees in addition to those recommendations of the Department of Career Education staff will lead to the development of short and long range objectives, activities, tasks, time lines, resources and evaluation procedures to be cited in the completed State Plan for career education. The short range plans will set in motion the implementation of career education in Nevada on a statewide basis. Modification of the sequential plans up to five years will be made on the basis of progress year by year.

Nevada State Plan goals from which will be developed short and long range objectives and activities for implementation are:

- To provide a career education concept for local use and modification.

- To provide educator training programs based on the assessments.

- To provide for an updated curriculum, based on assessment, from which local career education programs may be developed for all students including the handicapped and disadvantaged.

- To identify resources which may be of use for career education programs implementation.
- To provide activities, tasks and responsibilities for implementing career education in local school districts and coordinating with other State and local agencies.
- To provide a time frame for the implementation of career education objectives and activities of the State Plan.
- To provide for the evaluation of career education implementation in Nevada.

The validation of the State Plan will be accomplished as a part of the 1977 project work when a number of Nevada school districts will design local implementation management plans on the basis of the State Plan.

The Department Career Education staff is responsible for the coordination of State Plan development efforts with Committees and school districts and other appropriate agencies and individuals; the staff will also write the final draft of the State Plan, submit it for approval, and disseminate and implement the plan in Nevada.

IX. OTHER RESOURCES

All Department of Education staff and appropriate other agencies such as Office of Economic Opportunity and Division of Rehabilitation and the University and Community College System will review the plan and provide assistance in the coordination of existing programs with those of career education as cited in the State Plan.

Also, the Nevada State Planning Office will review both the short and long range plans for conflicts and/or coordination with other State agencies and their programs.

X. DISSEMINATION

All needs assessment reports and the State Plan short and long range plans will be disseminated to local education agencies and other appropriate agencies by the Department Career Education staff.

During the development, 1977 project year, the working draft will be presented regionally for educator and public review and comment.

I. IDENTIFYING INFORMATION

Project Title:	Development of the New Hampshire State Plan for Career Education
Grantee:	New Hampshire State Department of Education
Project Director:	Kathryn R. Diggs Coordinator of Career Education Room 400 State House Annex State Department of Education Concord, New Hampshire 03301 (603) 271-2276

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604181	$45,000	7/1/76 - 6/30/77
1977	G007700953	50,370	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

In recognition of the prime importance of work in our society and in recognition of the role that schools play in the lives of all Americans, it is the purpose of this plan to assist State and local educational agencies, in concert with all other aspects of the community, in making education as preparation for work, and as a means of relating work values to other life roles and choices (such as family life), a major goal of all who teach and all who learn by increasing the emphasis placed in all levels of education on career awareness, exploration, decision-making, and planning, and to do so in a manner which will promote equal opportunity in making career choices through the elimination of bias and stereotyping (including bias and stereotyping on account of race, sex or handicap) in such activities. It is further the intent that activities be designed for and accessible to all ages using presently existing community and education resources.

IV. ROLE OF ADVISORY GROUP

The 25 member Advisory Committee was nominated by business, community and educational leaders and appointed by Commissioner of Education, Dr. Robert Brunelle. It is composed of representatives of business, human services, civic organizations, media, the humanities, environment and energy, military, government, labor, special needs and disadvantaged, adult services, bilingual-bicultural and students. The Advisory Committee was established in January 1977 to assist the State Department of Education Career Education staff in the development of the State Plan by:

1. Identifying and approving a set of long-range objectives.
2. Designing and approving a format for the writing of the State Plan.
3. Participating as coordinators of working committees and reporting their final efforts.
4. Identifying needs to be assessed and approving the documents and procedures for gathering this data.
5. Act as liaison between career education and the groups they represent to provide mutual flow of information and collaboration of planning.

V. ADDITIONAL INPUT TO PLAN

Each Advisory Committee member coordinated a working committee of from 8 to 15 of their peers. Each working committee provided two functions:

1. Identified the major concerns of their vested interest in relationship to career education.
2. Identified the contributions recommended to their peers for input to career education.

VI. NEEDS ASSESSMENT

Needs assessment documents are now being drawn up by the career education staff for additional input and approval by the Advisory Committee. These documents will assess the present career education awareness of students in grades 4, 8, and 12, of parents, teachers, administrators, counselors, and the business community. Due to time factors no formal assessment is planned for post-secondary or adult populations at this time.

The Advisory Committee will likewise recommend and approve the format for the number and locations of persons to be assessed.

The data from this assessment will be used to:

1. Design in-service and pre-service training components for all persons who will provide programs to bring about career competencies.
2. Design strategies by which this training will be made available (including locations, schedules, budget, personnel and materials).
3. Provide input to program development for basic career education competencies for all grade levels and adults.
4. Design the means to evaluate and measure student change.
5. Design a matrix format for delivering a sequential K-12 career education program.
6. Identify the areas of present and needed communication and collaboration with all other programs of education, employment security, CETA, human services, and the business structure of the State of New Hampshire.

VII. RESOURCE IDENTIFICATION

A major need of New Hampshire educators is availability and accessibility of resources. We believe this need will be validated during the assessment of educators to take place this year.

A working committee comprised of education, library, resource centers and public communication professionals will perform the following functions and make recommendations to the Commissioner of Education and the State Board of Education.

1. The committee will participate in the design of the educators assessment document to assure questions will identify the

training and resource needs of New Hampshire educators working with grades K-12.

2. The committee will compile data from the educators assessment, in conjunction with other working committees, and put the identified needs in priority order. They will use this information to identify the major objectives of a Statewide Educators Resource Service.

3. The committee will address each objective and recommend a method, plan or strategy for accomplishing the objective, the financial requirements and the recommended resources for obtaining funding for each objective. The following must be included:

    (a) The committee will identify a methodology (to be on-going) to survey present and future resources within the State both published and teacher-made indicating their funding, housing location, policy for sharing materials, and their content. The survey would encompass all education, public libraries and human service sources.

    (b) The committee will identify a methodology to survey post-secondary institutions in New Hampshire and neighboring States to identify human resource availability for assistance to local practitioners. They will recommend a format for publicizing this data indicating area of expertise, experience, availability, fees, publications, etc., and the method for distribution.

    (c) The committee will identify a methodology to research appropriate materials which are available through national sources, agencies, organizations, publishers, business and industry, on an on-going basis.

    (d) The committee will recommend a method for the cataloging of resources.

4. The Committee will identify one or more methods by which all survey results can be housed by a central computer system and the costs for doing so.

5. The committee will recommend a method by which all educators in the State will be made familiar with the content of the total State resources and the means by which they have access to them.

6. The committee will recommend one or more methods by which the research, cataloging, computer banking, mailing, exchanging, delivery of services, printing and distribution costs can be estimated and funded.

7. Consideration will be given to the need for a regular educational publication being produced and housed under the State Educational Resource Service.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The short-term goals include implementing the recommendations of the 1977-78 working committees.

1. Development of a Statewide Educational Resource Service: This committee will examine all the components necessary to provide services to educators, design a system to deliver services including a feasible funding plan, and write recommendations into a document for consideration by the Commissioner and State Board of Education.
2. Identity of In-Service Training Needs: Assess and define the best possible services, means for delivery and feasible funding methods for development of career education skill building for educators and non-educators.
3. Program Development: Using the multitude of materials available adopt a sequential program development procedure for use on a Supervisory Union basis. A resource guide, etc., could be generated.
4. Publicity and Public Relations: Utilizing the outline of the Preliminary New Hampshire State Plan for Career Education implement a full scale publicity program. Design a booklet for P.R. at the local level.
5. Assessment and Evaluation: Using the multitude of resources available, recommend those which could best contribute to the measurement of the desired personal outcomes of the preliminary New Hampshire Plan for Career Education.

The reports of these committees will compose the first year direction of the New Hampshire State Plan for Career Education.

The five-year plan will be determined by the progress and re-evaluation of the first year of implementation.

Long-Range Objectives of the New Hampshire State Plan for Career Education are as follows:

Long-Range Objectives

1. That persons demonstrate knowledge of the relationship between what they learn and how to use it in life.

- (a) In work.
- (b) As productive citizens.
- (c) Through constructive use of leisure time.

2. That persons demonstrate the following behaviors:

   - (a) Awareness of their personal values and how these values effect their life role (past and future).

   - (b) Awareness of their own skill levels and abilities and methods for reassessing them.

   - (c) Awareness of a wide variety of career and educational opportunities that parallel their values and abilities.

   - (d) Decision-making skills.

   - (e) Responsibility in work performance and knowledge of their work satisfactions and rewards.

   - (f) A life role direction based upon an awareness of their values, abilities and career and educational options.

   - (g) Appropriate and assertive job-seeking and/or education-seeking skills.

   - (h) Placement of themselves in a paid or unpaid occupation upon concluding or interrupting their education.

3. That all persons have access to programs that will enable them to meet these objectives.

Responsibility for leadership, administration and development of the State Plan for Career Education rests with the Coordinator for Career Education under direct supervision of the Deputy Commissioner for Education, and the management of all activities, strategies, and procedures for the plan remains with the career education staff.

IX. OTHER RESOURCES

All divisions of the State Department of Education including Administration, Instruction, Post-Secondary, Vocational-Technical and Vocational Rehabilitation and the Planning and Evaluation Unit will be tapped for resources, involved on working committees and collaborated with on the development of the State Plan. The Chiefs of each Division will be asked to peruse and provide input to the working draft before finalization.

The same input will also be sought from other State Agencies including Department of Agriculture, Arts Commission, Office of Comprehensive Planning, Crime and Delinquency, Employment Security, Department of Resources and Economic Development, Federal Funds Coordinator, Health and Welfare Department, Industrial Development Authority, Department of Labor, Manpower Affairs and the political and business superstructure of the State.

X. DISSEMINATION

Copies of the completed State Plan for Career Education will be forwarded to the State Board of Education for approval. The adopted document will be printed and distributed to all committee participants, to all superintendents of school districts, to the executive officer of each institution of higher education, division chiefs of the State Department of Education and numerous personnel involved in the plan development, all community and State agencies mentioned in section IX, and legislative leaders.

I. IDENTIFYING INFORMATION

Project Title:	New Jersey State Plan for Career Education
Grantee:	New Jersey State Department of Education
Project Director:	Diane Schreyer, Project Director State Plan for Career Education New Jersey Job Corps Center Building 871, Plainfield Avenue Edison, New Jersey 08817 (201) 985-2124

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604189	$46,539	7/1/76 - 6/30/77
1977	G007701100	44,376	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

New Jersey is committed to providing its citizens, regardless of socioeconomic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society. The New Jersey State Department of Education views the development and implementation of comprehensive interdisciplinary career education activities as an excellent vehicle to accomplish educational reform.

The purpose of the Plan is to accomplish the following germane to the implementation of career education:

1. Identification of the current status and practices in New Jersey -- articulation of these practices and activities into

a structured interdisciplinary approach that is compatible with the New Jersey Administrative Code and reflects established career education concepts and objectives.

2. Development of goals and objectives at the State and local level.

3. Identification of specific learning needs of students and establishment of priorities to effect the desired change.

4. Identification of staff development needs.

5. Development of strategies and identification of resources to be utilized.

6. Identification of SEA support services to aid LEAs and various institutions, agencies and organizations in meeting career education needs.

7. Development of implementation, management, monitoring and evaluation processes.

8. Development of a systematic procedure for dissemination of career education information.

The major thrust of the Plan is to provide LEAs, institutions and various agencies with career education information in a format which will be flexible and adaptive to the unique needs of the State's citizens.

The first year plan which was adopted July 6, 1977, comprises a series of suggestions and recommendations for utilization by our State's local education agencies which might wish to draw from it in meeting their unique career education needs. Some of the areas included in the plan follow: Suggested Programs and Services which can be utilized in the Implementation of Career Education; Curriculum Infusion of Career Education; The Counselor and Career Education; Career Education and Teacher Training; Business, Labor, Industry, Government/Education Interface; Career Education and Elimination of Stereotyping; Career Education for Special Education Students; Career Education for the Disadvantaged; Career Education Needs of Limited English Speaking Students and Evaluation of Career Education.

IV. ROLE OF ADVISORY GROUP

Dr. Fred G. Burke, Commissioner of Education, contacted the chief executives of numerous organizations and agencies and requested that they each designate a representative to serve on the Advisory Committee. Appointments to the 41 member committee were made by the Commissioner based upon the responses.

The Plan was prepared with active participation of the committee comprised of representatives of all segments of the community -- business, industry, labor, State, and the armed forces as well as teachers, counselors and administrators from local school districts, higher education, school boards and the State's professional teacher's organization. A resource team of 25 persons rendered assistance to the committee.

The role of the advisory committee is to provide recommendations relative to the accomplishment of items listed above under Purpose of State Plan (III, 1-8).

V. ADDITIONAL INPUT TO PLAN

Input will be provided by persons in the community who have specific expertise in areas such as statistical analysis, research, evaluation, needs assessment and labor market data, and who are conversant with the educational needs of target populations. Information will also be collected as a result of communication with participants in at least 30 workshops held at the New Jersey Occupational Resource Center, addressing such areas as women in the world of work, the role of career education in the elimination of sex bias, legislation affecting career education, career education for limited-English speaking students, occupational cluster approach to career education, writing grants for career education funding, how to set up a career resource center, and curriculum development for career education.

A statewide conference entitled "Career Education--Today and Tomorrow" provided educators and representatives of business, industry, and labor with the opportunity to share ideas and experiences in career education.

VI. NEEDS ASSESSMENT

The nucleus of the first year plan was derived from career education needs of educators, students and the community as perceived by the advisory committee.

The major thrust of the FY'77 grant is the implementation of a statewide career education student needs assessment. A random sampling comprising ten per cent of the State's student population will be assessed to determine the congruity between the desired level of competence and the actual level. The needs assessment will measure the degree of: self awareness, educational awareness, economic awareness, decision making, beginning employability skills, and attitudes and appreciations.

Analysis of the data will result in information which will aid New Jersey's educators in: identification of career education learning needs of students; refinement of goals and objectives at the State and local level; prioritizing educational needs and determining areas of emphasis; determination of the degree to which career education needs are currently being met; and development of a systematic procedure for planning and decision making.

VII. RESOURCE IDENTIFICATION

The Resource Identification Team which will work closely with the Advisory Committee will develop a comprehensive sourcebook for career education in New Jersey. The sourcebook will identify resources for the following areas: career education instructional materials; educational facilities; educational personnel; career education programs and practices; business, labor, industry, professional, government, and other community resources; and funding sources.

The following agencies and organizations are among those which might be of assistance: Educational Resources Information Center; the Center for Vocational Education; the National Network for Curriculum Coordination in Vocational-Technical Education; the Northeast Networks for Curriculum Coordination; the National Multi-Media Center; the New Jersey Curriculum Management Center; the New Jersey Occupational Resource Center; and the National Center for Career Education.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The one-year plan for implementation of career education is to begin interface with the State's Thorough and Efficient Goals.

The New Jersey Administrative Code, Title 6, Subtitle B, Chapter 8, sets forth State educational goals. These goals are listed below, as are the nine career education student outcomes. After each State educational goal, the career education learner outcome(s) with which the State goal interfaces is set forth by number.

The nine career education student outcomes are related to the twelve educational outcome goals set for every pupil in the public schools of New Jersey.

The nine student outcomes are related to the nine educational process goals for the public schools of New Jersey.

Further, the New Jersey Administrative Code mandates that the educational program for each school include the following criteria which require implementation of career education:

"2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;

"3. Provide for continuous learning through an effective articulation between and among the districts and schools;

"5. Provide all pupils guidance and counseling to assist in career and academic planning;

"10. Provide career awareness and vocational education pursuant to law and regulation."

Finally, it is mandated that the following strategies or activities be implemented in the instructional process. These strategies or activities are particularly conducive to implementation of a comprehensive, interdisciplinary approach (K-12) to career education.

"1. A school environment designed to foster positive feelings by pupils toward self and others.

"2. Creative use of various instructional methods, materials, and equipment.

"3. Opportunities for pupils to participate in the study of individual, school and community problems.

"4. Active involvement of pupils in directed and self-directed activities.

"5. School and classroom organization and pupil assignment based upon individual pupil needs.

"6. Effective use of personnel, resources, and facilities of the school and community.

"7. An emphasis on the interdisciplinary nature of knowledge and the interrelatedness of learning."

Career Education Student Outcomes

1. Competent in basic academic skills required for adaptability in our rapidly changing society.

2. Equipped with good work habits.

3. Capable of choosing and who have chosen a personally meaningful set of work values that foster in them a desire to work.

4. Equipped with career decision-making skills, job hunting skills, and job getting skills.

5. Equipped with vocational personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

6. Equipped with career decisions based on the widest possible set of data concerning themselves and their educational-vocational opportunities.

7. Successful in being placed in a paid occupation, in further education, or in a vocation consistent with their current career education.

8. Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.

9. Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them is a desirable lifestyle.

It is the intent of the Plan to provide school districts with the technical assistance necessary to implement the objectives in 20% of the schools annually. Thus, it is projected that 100% of the schools will implement career education within five years.

IX. OTHER RESOURCES

All Divisions of the State Department of Education will assist the Advisory Committee and share expertise in a multitude of areas. These Divisions include: Field Services, Administration and Finance, Controversies and Disputes, School Programs, Research, Planning and Evaluation, Vocational Education, and the New Jersey State Library and Historical Commission, Museum personnel of the Office of the Commissioner and personnel of the Office of the Deputy Commissioner.

X. DISSEMINATION

Copies of the first year plan were distributed to all local education agencies in New Jersey, the State's depository libraries of which there are approximately 65, offices of the County Superintendents and County Career Education Coordinators, New Jersey Department of Education Staff, and all agencies which participated in the planning process. In addition, copies were mailed to each State Department of Education in the country as well as the U.S. Office of Education. Similar procedures will be followed in the distribution of the second year plan.

CAREER EDUCATION STATE PLAN PROJECT PROFILE NEW MEXICO

I. IDENTIFYING INFORMATION

Project Title:	Proposal to Develop a Comprehensive State Plan for Implementing Career Education in New Mexico
Grantee:	New Mexico State Department of Education
Project Director:	Dr. Jean Page Career Education Coordinator Career Education Unit State Department of Education Building 300 Don Gaspar Santa Fe, New Mexico 87503 (505) 827-3151

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604171	$41,338	7/1/76 - 7/31/77
1977	G007700964	44,127	8/1/77 - 7/31/78

III. PURPOSE OF STATE PLAN

In July, 1976, the New Mexico State Department of Education and the University of New Mexico were given an opportunity to develop a comprehensive State plan for implementing career education in the State. The primary thrust of this project was to initiate a concerted planning effort which would involve the input of a representative State advisory council. In conjunction with the involvement of the advisory council the career education project also proposed to develop assessment procedures to identify the career education needs of all children in the State, including handicapped children. Another major aspect of the effort was to conduct an extensive search for relevant resources including personnel, materials, and projects, at both the national and State levels. These activities provided a baseline of information upon which to build the State plan.

The rationale for proceeding in this manner was to identify what knowledge is available and what knowledge is needed prior to development of short and long-range plans, thereby enhancing the success of subsequent career education efforts in the State.

The resultant plan establishes goals and objectives (short-range and long-range) based on identified needs. Strategies are designed and resources are identified to assist in meeting these goals and objectives.

IV. ROLE OF ADVISORY GROUP

Selection of members of the advisory group was consistent with categories enumerated in the proposed rules outlined in 45 CFR, part 160d, published in December, 1975. The membership of the advisory group is representative of each area of the State and the three largest ethnic groups in the State. The following groups are also represented: Major units of the State Education Agency; Other State agencies whose assistance was considered necessary in implementing career education; Business and industry; Labor; Institutions of higher education with educational personnel preparation programs; School administrators; Counselors; Teachers; Vocational education personnel; Parents; and Students.

The advisory group was organized to: Assist in curriculum planning; serve as a source for identifying and securing community resources; provide input in the development of short and long-range plans; serve in public relations functions, helping to explain the need for the incorporation of career education concepts in school programs; assist in community surveys; assist in the selection and required revisions of needs assessment instruments; obtain an understanding of the relationship between educational opportunities in New Mexico and the employment market in New Mexico; obtain an understanding of the special employment needs of minority ethnic groups, women and youth; assist in the selection of proper criteria to identify the differences between employee expectations and employer expectations.

Members of the advisory group will be utilized for further refinement of the plan by working in the following sub-groups: Elementary education, Junior-senior high school education, teacher in-service and pre-service education, counselor in-service and pre-service education, community resources, including those of business, labor, and industry.

These committees will concentrate on further specificity of goals, objectives, strategies, and resources.

Special concerns of the advisory group were: The need for pre-service and in-service teacher training in career education, the fact that curriculum materials would have to be relevant and contemporary in order to be effective, and the fact that an integrated approach should be used in the teaching of career education concepts.

V. ADDITIONAL INPUT TO PLAN

Concerned groups within the State will have an opportunity to review and comment upon the feasibility and comprehensiveness of the plan.

VI. NEEDS ASSESSMENT

The New Mexico needs assessment in career education was based upon three reports:

- Elementary and Mid-School Reports - In 1974-75, the career education unit of the State Department of Education sent out an open-ended questionnaire requesting information relating to each school's career education program. Responses to the questionnaire were received from 83 of 88 school districts.

- Objective-Based Testing Program - The objective-based testing program, initiated in New Mexico in June, 1970, was a cooperative effort between the State Department of Education and New Mexico school districts to analyze and assess school programs relative to student attainment of local district priority objectives. One of the instructional areas measured was career education. To assess the performance of a school on each objective: (1) the school's own variables were used to predict an expected score, (2) the school's expected score was compared with its actual score. Variables used were: previous student achievement, student mobility and community characteristics.

  A brief summary of the results of this testing program indicated that a need existed for more emphasis upon specific, rational knowledge about work, especially for information that would be helpful to the individual. Information about "Career Decisions" was most lacking for both ninth and twelfth graders. "Necessary Training and/or Education" and "Salary" information represented the second most neglected area.

- A survey of career education needs was conducted in 1977. This survey was designed to:
  1. Be representative of the whole State in terms of geography, population and ethnicity and in terms of the inclusion of occupational groups.
  2. Find strengths and weaknesses in current career education programs.

Instruments developed and populations surveyed were representative of the following groups: school children (third, sixth, ninth and twelfth grades), teachers, school administrators, school counselors, special education students, special education teachers, students in colleges of education, parents, unemployed adults, retired persons, and occupational groups (agriculture, business, industry, labor, professions).

The computer statistical routines used for the analyses included frequencies, cross tabulations, multiple regression analysis, and factor analysis.

A brief analysis of results showed that:

- There were two themes which, generally speaking, ran throughout the school population data sets. The strongest one, by far, was an expression of need for more specificity, aimed at elements to help the individual. A second theme dealt with the lack of poise and self-confidence of the child.

- The strongest consensus of parents gave the same message as had their children.

- The greatest need of special education students was to develop the capacity for some personal autonomy.

- Occupational groups - the two groupings which were compared presented a picture of the rational craftsman versus a world of the normative commitment. The craftsmen thought they needed more career planning, decision-making skills, and job and educational opportunities. The "business and other" group was characterized by promoting an "appreciation of our economic system."

- The moralistic, normative aspects of participation in the work world were also emphasized by administrators, counselors and teachers.

- Students in teacher education were characterized by a need for "strategies to infuse career education into the general curriculum."

- The adult perceived self needs were for help in: finding, getting and advancing on the job; making realistic plans for a meaningful and satisfying life, including planning for retirement.

- Special education teachers revealed moralistic tendencies similar to "business and other" occupational groups and to administrators, counselors and teachers.

Second-year efforts will include the administration of an "employer expectations" survey to a representative population and the administration of an "employee expectations" survey to another group. A second effort will be directed toward the administration of indepth interviews to members of minority ethnic groups in their native language.

VII. RESOURCE IDENTIFICATION

Resource identification was viewed as an ongoing process whereby appropriate materials and other media, people, and projects are identified, reviewed, retrieved and cataloged.

The following steps have been taken:

1. Materials

   - Material has been requested from the eighty career education projects funded through the Office of Career Education.
   - ERIC's "Basic Resource Document on Career Education" has been reviewed and materials obtained.
   - EPIE Volumes I and II have been secured.
   - Project staff has written to other State coordinators for their suggestions concerning materials.
   - Project staff secured a copy of the University of Montana resource document.
   - Project staff secured a copy of the National Institute of Education resource document.
   - Project staff reviewed and secured materials from other sources, too numerous to enumerate.

2. Educational Facilities

   - Project staff secured information from other States concerning the development of resource centers.
   - Project staff reviewed career education literature to determine the kinds of educational facilities which are utilized in alternative programs.

3. Educational Personnel

- Project staff maintains a current file of State coordinators and directors of nationally-funded exemplary projects.

- Project staff maintains a file of educational personnel within the State who have exhibited career education expertise in specified academic and vocational fields.

- Project staff maintains a file of counselors within the State who are effectively developing the role of the counselor in career education.

- Project staff asked people who were part of needs assessment survey to indicate if they could assist in career education activities.

4. Career Education Programs and Practices with Potential for Use Within the State

- Methodology of identification was similar to that used for the identification of materials.

5. Business, Labor, Industry, Professional, Government and Other Community Resources

- Services of members of the advisory group representing the above areas were utilized in this identification.

6. Funding Sources and Funds

- A copy of the "1977 Federal Funding Guide" has been secured.

- State and local funding sources will be explored.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Goals, objectives and strategies were based on prioritized needs as determined by combined needs assessment activities. They incorporate the following elements of career education: self awareness, career awareness, educational awareness, economic awareness, decision making, beginning competency, employability skills, and appreciations and attitudes.

Goals, objectives and strategies were categorized into the following groupings: student goals, goals for schools and school personnel, goals for teacher training institutions, and goals for adults.

A wealth of information has been collected and analyzed. It will provide a solid foundation on which to base future statewide activities in career education, but to do so will require the combined support of federal, State and local initiatives.

IX. OTHER RESOURCES

An attempt will be made to coordinate activities with other educational State plans developed in the State Department of Education.

X. DISSEMINATION

Copies of the State plan will be distributed to concerned groups for their input.

I. IDENTIFYING INFORMATION

Project Title:	Development of a State Plan for Career Education in New York State
Grantee:	New York State Department of Education
Project Director:	Eugene S. Zola Director of the State Plan on Career Education Room 235 M, EB - New York State Department of Education Washington Avenue Albany, New York 12234 (518) 474-8755

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604335	$38,272	7/1/76 - 6/30/77
1977	G007700963	45,000	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To stimulate interest and activity for an orderly, developmental and accountable approach to Career Education in all New York State school districts at all levels and for all children and adults. To provide a conceptual framework for Career Education and a description of implementation strategies and resources which the New York State Education Department will disseminate to all educational agencies. To identify and document the needs of students, teachers, guidance counselors, school administrators, parents, business, industry and labor in Career Education and to aid in the planning for a programmatic development of Career Education on a statewide basis. To provide Career Education with technical assistance in specific subject matter areas to school districts across New York State. To continue to support validated school career guidance programs, so that they may act as models to other school districts and work to assist other schools to validate their programs.

To involve business, labor, industry and professionals in implementing Career Education. To synthesize from the Needs Assessment and the State Advisory Council, a viable means for setting short and long-term objectives.

IV. ROLE OF ADVISORY GROUP

The Commissioner's Statewide Advisory Council on Career Education was formed in 1975. The Council is made up of 20 individuals representing business, industry, labor, government, education, students and citizens-at-large. The Council was formed to advise the Education Department of the development of Career Education in New York State. Its primary purpose is to provide advice and assistance during the development of the State Plan as well as other critical career education developments occurring in the State. The Council meets four times a year. Specific functions of the Council include:

1. Reviewing both the methods and results of statewide Career Education Needs Assessment surveys and the State Plan on Career Education.

2. Making site visits to local Career Education projects.

3. Inviting one or more local project directors to attend Council meetings to share insights and experiences regarding their work.

4. Reviewing work of the State Education Department's Support Team in their attempt to infuse Career Education concerns into the existing program areas.

5. Sharing insights, information and opinions about Career Education with the New York State Advisory Council on Vocational Education which also has a committee on Career Education.

6. Providing a liaison with Advisory Councils on Career Education existing in other states.

7. Reviewing efforts by other States to require plans for Career Education from intermediate and local school districts; information gathered that would help determine New York State's direction in this respect.

8. Examining the effects of Career Education Legislation in New York State, and as enacted in other States. Keeping track of federal legislation and making recommendations to the New York State legislators on Career Education.

In general, responsibilities of the Council would be to stimulate the encouragement of the establishment and implementation of Career Education throughout the State. It would assist communities and organizations within the State in planning for Career Education through the establishment of local Advisory Councils. Most importantly, the Council would advise and assist in the development and implementation of the State Plan for Career Education.

V. ADDITIONAL INPUT TO PLAN

In addition to receiving input from the Advisory Council, feedback from the needs assessment and teacher comments of the eight model school districts that was developed in 1976-77 will also be used in the development of the plan.

VI. NEEDS ASSESSMENT

New York State has committed itself to conducting a needs assessment in career education. Information gathered and interpreted from such an assessment will aid the State's planning for programmatic development of Career Education on a statewide basis. The purpose of the needs assessment will be to determine the difference or discrepancy between the actual status of career education instruction in the State of New York and the desired status, or what should be taking place in what order of priority. That is, the needs assessment will describe the difference between current and intended status. Once gaps or differences are surfaced and discussed, they can be ranked in order of importance. For example, the needs assessment survey will be able to identify and describe what students know, feel, and can do in regard to a set of goals and objectives for career learning (as specified by the State). Policy Studies in Education will be able to profile the status of the typical student in New York State in terms of his or her career-related abilities. Once having done this, strengths and weaknesses in terms of desired goals can be identified--the student may be very familiar with career options available to him or her, but weak in understanding himself or herself in regard to appropriate and practical career alternatives, or vice versa. These and a variety of other input can lead program developers to activities and events which will promote the desired learning, that is, the gaps in desired status which exist. Likewise, such gaps have, of course, implications for what other important populations must do in order to promote such learning, such as the classroom instruction of teachers, advice from guidance counselors, direction from school principals, and work opportunities by community employers, etc. The information or data obtained can help program planners identify, conduct and assess necessary steps in the most efficient and cost-effective manner.

Populations: The following five key populations across the State will be included in the needs assessment - students, teachers, principals, parents and employers.

How Selected: The initial unit of selection for three of the popula--tions described above (students, teachers and principals) will be local school districts in the State of New York. Students, teachers and principals surveyed will come from four different types of LEAs in terms of total student enrollment: small, medium, large and very large. The target populations will be selected as follows:

Teachers - 2,000 teachers will be randomly selected for responses at each of the following grade levels, with proportionate representation by size of LEA: grades,3, 6, 8, 10 and 12.

Students - all students of the teachers selected according to the procedure above will make up the sample of students for the needs assessment.

Principals - all principals of the schools selected according to the procedure above will make up the sample of principals.

Parents - the New York State Parents Teachers Association will be requested to assist in the development of a random sampling of parents.

Employers - representatives from business, labor, government and the professions will be surveyed. Procedure yet to be determined.

VII. RESOURCE IDENTIFICATION

There already exists a large number of resources in Career Education in New York State. Procedures will be designed to survey, evaluate, and disseminate these resources in addition to identifying new resources. These include practices to reduce sex role stereotyping and improve the career opportunity for handicapped and disadvantaged minorities. Some of these procedures are as follows:

1. Identifying parent's needs via the needs assessment instrument and decision making materials.

2. Involve parents in the Career Education process. The New York State Congress of Parents and Teachers have already designated Career Education as a priority. Recommendations have been made to devote their next State convention completely to Career Education.

3. Disseminating information on present programs under the Title IV-C of the Elementary and Secondary Education Act. Since Career Education has been identified as a priority under Title IV-C and eleven programs have already been funded, action will be taken to encourage other schools to visit these demonstration programs. In addition, support will be given to encourage other programs to be validated.

4. Administering a needs assessment instrument to the business, labor, industry, professional, government and community agencies to identify potential Career Education resources.

5. Exploring the possibility of shared services with other non-educational government and professional agencies to assist in their Career Education efforts. (CETA, NAB, Girl Scouts of America, Boy Scouts of America, Girls' Club of America, Boys' Club of America and Chamber of Commerce).

6. Reviewing the possibility of working closer with the New York State Board of Cooperative Educational Services. Career Education has been identified as a priority in curriculum development of this organization. This new system enables the division of curriculum services to work with BOCES in developing Career Education publications for statewide use.

7. Working with major industry education councils to assist them in identifying schools interested in improving Career Education.

8. Publishing a statewide Career Education newsletter to help schools share their resources in Career Education. Last year the Office of Career Education published a newsletter called, "Tomorrow." 12,000 copies a month were distributed to the various interested parties in New York State.

9. Publicizing and supporting the five guidance projects from the Bureau of Guidance that have been validated and to encourage other schools to visit and use these models.

10. Expanding the present Office of Career Education facilities to assist meeting with more school people and provide more start-up materials for schools.

11. Use of present library and computer resources at the State Education Department to assist schools in research in Career Education.

Any materials developed as a result of the above procedures will be continually reassessed and updated. These materials will also be used by the State Advisory Council to make provisions for further short- and long-range planning.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Using the evaluation of our 1976-77 plan and the results of our new and more extensive needs assessment, a number of new strategies will be developed. This information, through the Office of Career Education and the State Advisory Council, will be shared with the 12 key populations whose support of Career Education is essential to its success. These key populations are as follows:

- State Education Department Management Team
- State Education Department Support Team
- New York State Vocational Advisory Council
- New York State Career Education Advisory Council
- New York State Board of Regents
- Professional Associations
- Commissioner's Student Advisory Committee
- Local School District Administrators
- BOCES Administrators
- Local Project Directors
- Parents and Citizens Organizations
- Business, Industry and Labor Organizations.

It is through these key populations that a plan will be devised to impact Career Education in New York State. Plans have been developed to meet with these groups to design a management by objectives organizational chart. The plan specifies as its objectives what each population must do during the 1977-78 year, what the State Education Department must do to help that population, the schedule for those State Education Department activities and the way each activity will be evaluated. Using New York State's Career Educational goals, we plan to design a cooperative and integrated five-year plan. Our first year objectives are:

1. To continue our present assistance to Elementary, Secondary, and Post-Secondary schools in providing career information, materials and assistance, contingent upon adequate funding.

2. To provide the leadership in developing further expertise in assisting the State Advisory Councils and the other eleven key populations in designing strategies for a collaborate effort in Career Education in New York State.

3. To encourage key groups in the community and education area to consider methods of including gifted and talented students, handicapped and educationally disadvantaged students to be more active in the Career Education activities.

4. To prepare, administer and analyze a Career Education needs assessment survey to be given to students, teachers, principals, parents and representatives from business, labor, government and the professions. These instruments will provide us with an incremental index of the Career Education needs of these groups.

5. To include within the New York State long-range plan any features delineated by the HEW guidelines for State plans including provisions to exclude stereotyping by race, sex or ethnic background in Career Education.

Although the New York State Education Department assumes the responsibility for the administration, development and leadership of the State Plan for Career Education, and the management of all activities, strategies, procedures, it is essential that as a member of the larger community we extend our willingness to share decision making process by seeking a continual dialogue of those involved. The State Plan pledges itself to this end.

IX. OTHER RESOURCES

Another significant group interested in the State Plan are the approximately 300 people who made up the New York State Caucus at the National Conference on Career Education held in Houston, Texas on November, 1976. These individuals will be contacted by mail at various times through the development of the New York State Plan for Career Education for reactions to the sections that have been completed. The Office of Career Education in the State Education Department has also made contacts with a variety of other interested groups in business, industry, labor, government and education and citizens-at-large in an effort to identify resources and involved key representatives of the community. A presentation was made to the New York State Council of Educational Associations on the development of the New York State Plan for Career Education. This group also agreed to review portions of the plan as they are prepared. A contact was also made with the Commissioner's Student Advisory Committee which meets periodically to advise the Commissioner of Education on student reactions to current issues on education. The Student Advisory Committee agreed to review portions of the State Plan as they are being developed and provide reactions from a student's point of view.

X. DISSEMINATION

To the extent that it is financially possible, the completed State Plan will be distributed to all interested parties. A continual updating will be provided as changes take place. It is hoped that in the spring of 1978 the plan will be presented to the New York State Board of Regents. Upon approval of the New York State Board of Regents, the plan will be shared by the entire State.

I. IDENTIFYING INFORMATION

Project Title:	Development of a State Plan for Career Education in North Carolina
Grantee:	North Carolina State Department of Public Instruction
Project Director:	James E. Conner Coordinator for the Office of Career Education Room 504, Education Building State Department of Public Instruction Raleigh, North Carolina 27611 (919) 733-4381

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604331	$44,000	7/1/76 - 6/30/77
1977	G007700939	52,026	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To develop strategies for instituting a comprehensive career education program in grades 7-12 in the State. To this end, there will be a refinement of career education goals, identification of resources, greater involvement of various partners in career education--parents, educators, business and industry, professions, other governmental agencies, and post-secondary institutions. Basically, the FY'78 State Plan is an information-gathering enterprise aimed at four targets: professional personnel in the State education agency, teachers of special needs students, post-secondary institutions, and other governmental agencies.

The major concerns are development of better collaboration between education and industry, development of ways to infuse career education concepts into the curriculum, and development of mechanisms for disseminating career education information.

IV. ROLE OF ADVISORY GROUP

The 25 member Advisory Council was appointed by the State Board of Education and represents business, industry, labor, parents, counselors, teachers, administrators, and students. The Advisory Coincil was organized in November, 1976 to:

1. Advise the State Department of Public Instruction on priorities of action.
2. Identify strategies, activities, and resources for affecting curriculum changes, and career counseling/guidance more closely relevant to the world of work.
3. Develop policy recommendations in career education for consideration by the State Board.
4. Provide a better linkage between education and the world of work.

V. ADDITIONAL INPUT TO PLAN

In addition to the input from the Advisory Council, advice and counsel will be sought from a panel of career educators representing the eight educational regions.

VI. NEEDS ASSESSMENT

A comprehensive Statewide needs assessment was administered.

1. How were individual units and schools selected?

   The State was divided into three geographical areas (mountain, central piedmont and coastal plains); within each area the units were categorized as serving small, medium, large cities or towns. Within each unit the schools serving 9th and 12th graders were listed. Each school was designated as a recipient or nonrecipient of Title I funds. School units were selected randomly and individual schools from that unit were randomly selected from the Title I and non-Title I listings. This procedure provides for State representation based on geographical location, type of community served and to some degree socio-economic status.

2. How were the concepts or skills determined?

   A review of current literature was conducted. Recent Gallup Polls were reviewed. Concepts were extracted from publications and guides developed by other State departments of education. A listing of concepts was circulated to division directors of the Department of Public Instruction, Instructional Services Area. The directors were asked the following questions about each concept:

   - Is this an important goal of education?
   - Is this goal related to career education as you perceive it?
   - If attained, would this goal have future value to the individual?

   These concepts with an 80% "yes" response rate to all three questions were included in the survey instrumentation.

3. How will the surveys be analyzed?

   The Management Information Systems Division of the Department of Public Education will reduce the data. For each concept a mean will be determined for each of the questions asked (importance, achievement and responsibility). Using the formula IMP x RESP ÷ ACH a "critical score" will be determined for each of the 25 concepts listed. Student responses will be used to provide actual, rather than perceived achievement data. Comparisons will be made by geographical region and type of respondent--parent, teacher, etc.

4. How will the results be used?

   An action plan will be developed to address the areas of critical need. The plan will identify available resources--human, material, funding--and suggest strategies to be employed by the Department of Public Instruction to bridge the gap between what is and what should be.

5. During the administration is it acceptable to have teachers read the survey items with the students?

   Yes, but teachers should not define terms or attempt to interpret the questions for the students?

6. What follow-up is expected if students do not return completed parent surveys?

   None.

7. How many units and schools are included in the survey?

Thirty-four local education agencies were randomly selected for inclusion in the survey. In each LEA no more than three individual schools will be surveyed. A total of 70 schools (parents, teachers and students) were selected to represent the State.

Additionally, surveys will be sent to other community members representing business/industry/labor and the professions. Also, a separate survey will be mailed to local superintendents.

Description of various Surveys and Questionnaires Used

Nature, Status and Scope Survey: The purpose of this survey is to provide information concerning the districts that have engaged in certain career education activities. The activities of interest are: policy information and procedure, staff development and training and program needs. The term "career education" is defined on the first page. The definition is the one developed by the career education advisory council. Each LEA in the State is included in this survey. The form should be completed by each superintendent or his designee.

Total Respondents: 145

Teacher Questionnaire: The purpose of the teacher questionnaire is to identify the attitudes and perceptions held by a representative sample of teachers about the role of public education. The term "career education" is never mentioned, though its concepts make up the bulk of the survey. Once a school is randomly selected to survey its ninth and twelfth graders, ten teachers at each should be asked to complete the questionnaire. These should be those teachers whose classrooms are being surveyed plus other 7-12 teachers at the school to make a total of ten teachers.

Total Teacher Respondents: 700

Student Surveys: The purpose of the student surveys are to assess the knowledge of and to ascertain the attitude of students toward the career education concepts related to the eight themes of career education, i.e., self awareness, decision making, career awareness, etc.

To ensure a representative sampling of students (thus, teachers and parents) the State's geographical divisions (mountain, central piedmont and coastal plains) were used with the LEAs in each division classified according to the size of the community they serve (small, medium, large city). Within each LEA the Title I and non-Title I school recipients were listed. In Regions I-VII one classroom of ninth and/or twelfth grade students should be surveyed at each school. In Region VIII two classrooms of ninth and/or twelfth grade students should be surveyed at each school. The attached list identifies each school and the grade(s) to be sampled.

Total Classrooms Surveyed: 9th (66), 12th (66)

Parent Survey: The purpose of this survey is to identify the attitudes and perceptions held by a representative sample of parents about the role of public education. The term "career education" is never mentioned, though its concepts make up the bulk of the survey. Students completing the student questionnaire will be asked to take a survey to their parents and return the completed survey to the school.

Total Parents Surveyed (by classroom of students): 9th - 66 classrooms
12th - 66 classrooms

VII. RESOURCE IDENTIFICATION

A manual, "North Carolina Career Education Resource Document," was prepared to identify Federal programs and materials related to career education. These agencies include volunteer organizations and Federal agencies with programs and products related to career education.

Also, resources related to specific subject matter and interest areas were identified according to:

1. Interest Area: all volunteer armed forces, career awareness, career clusters, career counseling and guidance, career education implementation, career exploration, career information, career placement, career preparation, community involvement, curriculum development, equity/equality in career choice, inservice/preservice training, work experience, and career education evaluation.
2. Population Served: elementary and secondary students, students enrolled in institutions of higher education and adults.
3. Special Populations: gifted and talented students, handicapped students, low income students, and minority students.
4. Reducing Sex Stereotyping in Career Choice
5. Training Personnel to Deliver Career Education

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

1. Advise school units on procedures, approaches and techniques to use in eliciting the support and involvement of community groups. For example, employers, who indicate willingness to participate in career education efforts, may lose interest if initial contacts made by school personnel are not handled appropriately.

2. Examine curricula being used in the schools in the State to identify what career education objectives are being taught. Materials should be located and/or developed to address those objectives which are not being taught and where student achievement is found to be low.

3. Consider and make recommendations on the type of training needed to get teachers to adopt and use the curriculum that is identified as being most appropriate to career education as well as the type of administrative support needed to implement such curriculum changes.

4. Execute plans on ways of cultivating and gaining the support of key interest groups at the State level, such as the State Advisory Council on Vocational Education, professional associations, State Board of Education, and professional organizations of superintendents, principals, and guidance personnel.

5. Review technical problems which will be created by a new form of school-community cooperation in career education, such as school credit for work experience, work for pay or not for pay, labor concerns, labor laws, and saturation of community sites.

6. Survey employers in greater depth to identify the types of attitudes, knowledge, and skills they are looking for and are not finding in recent graduates so that curriculum development efforts can address those particular areas of weakness.

7. Develop ways of communicating to parents the perceptions of employers about student achievement so that parents will understand the importance of curriculum changes in the schools.

8. Test elementary and junior high school students (at least in grades 3 and 6) to collect information essential to K-12 curriculum planning. For example, of the eight career education elements, ninth graders scored the lowest on career awareness, an element which is typically emphasized at the elementary school level. Comprehensive student testing would identify areas of weakness at the various grade levels.

9. Make student assessment instruments available to school units so that they can collect more information on student achievement locally and can plan instructional programs in accordance with this information.

10. Consider ways of informing the community that perceptions of student achievement within the eight career education elements may conflict with test data so that agreement can be reached about priority areas in instructional programs.

11. Develop ways of working with superintendents to assist them in addressing career education concerns and to help school boards to develop career education policy.

12. Provide resource lists which would include information on exemplary career education programs in the State, instructional materials and products, and human talent to act as specialists or consultants.

13. Explore sources of funding for career education in the form of appropriations and redirection of program monies to career education (for example, Title IV-C monies) as well as help districts reprioritize how they are spending local monies so that more can be given to career education.

14. Recommend that staff development and training focus on elementary school teachers and high school academic teachers. Training of those teachers are most vital to successful career education implementation; while elementary teachers establish the basic foundation in career education for students, high school teachers in the academic subject areas have potentially the greatest impact on graduates.

15. Develop training packages for use on the local level, since from 31-59% of teachers feel that they need help in infusing career education concepts into the curriculum.

16. Provide for extensive statewide training for school personnel since the school must assume the primary responsibility for guiding and directing career education cooperative efforts.

IX. OTHER RESOURCES

Other resources include materials available for review at the Department of Public Instruction related to: Social Studies, Science, Reading, Mathematics, Occupational Education, Language Arts, Health, P.E. and Emergency Preparedness, Early Childhood Education, and Guidance.

X. DISSEMINATION

Copies of the completed State Plan for Career Education will be duplicated and made available for distribution to local school systems, institutions of higher education, divisions of the State Department of Public Instruction, interested community and State agencies and organizations, the advisory council, the legislature, and interested persons from agencies in other States, republics and territories.

CAREER EDUCATION STATE PLAN PROJECT PROFILE — NORTH DAKOTA

I. IDENTIFYING INFORMATION

Project Title: Statewide Planning in Career Education (SPICE)

Grantee: State Department of Public Instruction

Project Director:
G. David Massey
State Coordinator for Career Education
State Capitol Building
Department of Public Instruction
Bismarck, North Dakota 58505
(701) 224-2393

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604388	$45,000	7/1/76 - 6/30/77
1977	G007700868	53,669	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

The Statewide Planning in Career Education (SPICE) will enable the development of a document that will stimulate the coordination of existing efforts and provide a framework for local initiation and innovation in Career Education. The plan will also attempt to measure the input of Career Education programs on students, school staff and respective communities.

The plan will tie current and planned resources to documented needs and develop procedures for implementation of long and short-range objectives. It will provide for systematic management strategies and methods of dissemination of Career Education information. The plan will also reflect the relationship of Career Education to other academic disciplines and address the needs of special populations in the State (minority, women and disadvantaged).

IV. ROLE OF ADVISORY GROUP

To provide a cooperating association between not only those involved in education but also those affected by education with the staff to be used in developing the State Plan.

Functions of the Advisory Committee are: Advise on the type of plan needed to prepare school districts, students, State education associations, other State Offices, higher education institutions, and vocational education institutions with an approach to a cooperative effort statewide that will be of most benefit to all involved; Suggest competent consultants; Act as consultants in their fields of expertise; Provide important communication between the State staff responsible for the plan and the area each member represents; Assist in the continuous review of the content and organization of the State Plan in keeping with the needs of the State; Make recommendations regarding content; Support State and national legislation affecting Career Education; Assist in long-term planning; Assist in the continuous appraisal of efforts in establishing the State Plan; Help in determining the need for Career Education; Help interpret the State Plan to the populace; and Suggest any direction which will promote and assure that the State Plan be of the highest possible quality.

Categories of members covered: lay people from the community who possess a knowledge and interest in developing State Plan for Career Education; student(s) who is (are) presently enrolled or recently graduated from a North Dakota high school that has had a program in Career Education; representatives of State agencies that are presently working in areas of Career Education; representatives of State agencies that are presently working in areas of Career Education; and educators from all phases of education in North Dakota.

The members were nominated by the State staff responsible for developing the State Plan.

The sub-committees of the Advisory Committee may be established if it is deemed necessary. Two meetings will be held during the 12 month period. An agenda shall be prepared for each meeting. It is the responsibility of the chairperson and the State staff to plan the agenda. The agenda should be distributed to the members prior to the meeting. Minutes will be kept of each meeting and distributed to the members. The minutes will also be made available to other interested cooperating individuals or agencies.

V. ADDITIONAL INPUT TO PLAN

In addition to input from the broad representation on the Advisory Council, a Statewide Career Education Conference was held to gain input from business, industry, labor and community members. Also eight regional meetings will be held in the Governor's eight regions in the State to gain input and collect recommendations for the plan.

VI. NEEDS ASSESSMENT

A Statewide Needs Assessment of students ages 9, 13, and 17, has been conducted during the first phase of the needs assessment. These three age levels were selected as they provide check points on achievement at the critical periods in a student's school career.

Phase two (2) of the needs assessment will involve school administrators, teachers, counselors, librarians, parents, community leaders, business, industry, and labor representatives.

In addition to the above-mentioned assessment, the plan will also utilize other assessments done in the State by different groups and organizations, e.g., (1) needs assessment by the State guidance and counseling department through Title III and Title IV and (2) needs assessment conducted by the North Dakota Association of Student Councils.

The State has been divided into eight (8) Governor's regions. Since a majority of North Dakota's population is in the eastern part of the State, it was decided by the needs assessment committee that one large school (250 to 1500 students) and one small school (50 to 250 students) be included in this assessment process through a random sampling process. Approximately 1000 to 1500 students at each grade level were surveyed in each region based upon the questionnaires developed by the Bureau of Education Research at the University of North Dakota. Results from this survey along with other assessments mentioned above will provide comprehensive data for development of Career Education goals and objectives.

VII. RESOURCE IDENTIFICATION

Plans to develop a published list of career education materials available through the State Office are underway at the current time. The listing will be an integral part of the planning process for a Career Education Plan. The list will include bibliographies from State agencies, list of resources and visuals, lists of films and commercially prepared products.

The resource identification process will encompass a plan to utilize all existing State information networks, national information networks and other sources as may be applicable.

The listing of materials will be cataloged as follows: Commercially available materials (K-12) including the publisher and cost wherever possible; Non-commercial materials - including sources and cost; Reference materials for administrators, counselors, teachers, parents and other interested groups; Career development evaluation instruments for elementary and secondary programs; Funding sources (Federal and State); Consultants (national-State-local); Validated Career Education; Validated Career Guidance Projects; Business, industry and civic groups supporting career education efforts, in-State and around the nation; and Sex bias reduction materials for elementary and secondary schools.

The Career Education identification guide shall be revised and updated on a continuous basis. Once completed, the information identified shall be disseminated to all North Dakota schools and other interested groups.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Short-term objectives constitute a one year plan and long-term objectives constitute a five year plan. Based on the identification of needs, a plan for short-term and long-term objectives shall be developed. Since phase one (1) of the needs assessment has been completed, students goals for career education have been identified. In cooperation with the State Advisory Committee, the North Dakota Career Education Program shall constitute career education goals and developmental areas in the K-12 setting including awareness of self, economic awareness, understanding world of work, development of decision making skills, developing habits for employability, understanding the dignity of work, and understanding human relations.

At the completion of the second (II) phase of the needs assessment, the Department of Public Instruction in cooperation with the Statewide Career Education Committee shall identify short-term and long-term goals and objectives in the area of pre-service and in-service development for teachers, counselors, administrators and State personnel; strategies and activities for implementation of Career Education in North Dakota; procedure for local needs assessment and responsibilities for administrators, local supervisors, counselors, parents, business, industry and the State agencies.

IX. OTHER RESOURCES

Although major responsibility for the Career Education Plan development rests with the Department of Public Instruction, many other sources are providing input into the development process. These resources are: Vocational Education Board, Higher Education Board, Parent-Teacher Association, State Business and Industry Development Office, School Board Association, Elementary and Secondary Teachers, Students, Counselors, Minority Representatives, Employment Security Bureaus, State Chamber of Commerce and Parents.

These agencies and organizations provide input into the policies and procedures for the development of the Plan.

X. DISSEMINATION

The State Plan will be printed upon its completion and distributed to local school districts, institutions of higher education, Vocational and Technical Schools, business/industry leaders and State agencies, the advisory committee members and the State legislators. The distribution of this plan will take place during FY'78-79 upon approval by the State Department of Public Instruction, Vocational Education Board and the Board of Higher Education.

CAREER EDUCATION STATE PLAN PROJECT PROFILE   OHIO

I. IDENTIFYING INFORMATION

Project Title: Ohio Career Education Planning

Grantee: Ohio Department of Education

Project Director: Jack Ford, Assistant Director
Division of Vocational Education for Career Development Service
State Department Building, Room 903
65 South Front Street
Columbus, Ohio 43215
(614) 466-5718

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976 1977	G007604330 G007700937	$45,000 32,558	7/1/76 - 6/30/77 7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To identify Ohio's definition of Career Education and establish components and criteria for planning for career education at the local level. Local districts are provided criteria for establishing a statement of need, listing objectives for Motivation, Orientation, Exploration and Preparation.

To assist local education agencies in developing plans to implement career education by involving the parent and community, developing program descriptions of learner outcomes, classroom activities, curriculum revisions to incorporate Ohio's seven developmental areas, and career guidance.

IV. ROLE OF ADVISORY GROUP

The State Advisory Council for Vocational Education has been appointed the responsibility of advising on career education by the State Board of Education.

Role and responsibilities include:

- Advise the State Board of Education and the State Department of Education on the preparation and refining of the State Plan for Career Education.
- Review and react to objectives and dissemination approaches to career education.
- Advise the Division of Vocational Education on policy matters arising in administration of career education.

V. ADDITIONAL INPUT TO PLAN

Career Education Program Directors' Task Force: Local leadership has been the key to the success of the Ohio Career Education programs. Each program employs a full-time director who must have direct administrative input and be able to move across all grade levels and all curriculum areas. Depending upon the size of the district, several building coordinators are also employed to work directly with teachers and counselors to aid them in such areas as modifying curriculum (through in-service or one-to-one encounters), making community contacts, and screening and recommending effective materials. With these individuals impacting on both the schools and the community, necessary support and encouragement can be constant.

The expansion of career education has been gradual enough to accommodate policy decision-making through group dialogue with all program directors; however, as it grows, it is found that only periodic statewide meetings are feasible. To plan for this expansion, regional planning is taking place, with two representatives from each of the four regions serving on a statewide task force. The Task Force meets with State Department representatives regularly to discuss key issues, help make program decisions, and help set priorities. Periodically, regional council meetings are held to brief other program directors and obtain advice and recommendations. The membership to the Task Force is a rotating two-year term, with one representative from each region being elected annually.

VI. NEEDS ASSESSMENT

Assessment of the objectives for career education will be related to the U.S.O.E. outcome statements to draw determining relationships and adjustments that will strengthen the objectives of each component, providing for a reassessment of the goals.

Assessment will be conducted regarding the usage of curriculum guides and student materials provided by the State Department of Education.

Instruments for evaluation at grades 3, 6, 8, and 10 will be utilized to determine differences in student learning where career education is in effect.

VII. RESOURCE IDENTIFICATION

1. The file for locally developed career education materials will be revised through: improved descriptions, more extensive search, improved categories, and State library file and cataloging of each item.
2. The national search will be readjusted by a search through ERIC. Materials will be identified by categories and indexed to provide easy access.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

A series of meetings will be scheduled to develop a plan for funding career education in Ohio so that over the long-range, all students and teachers will be participating.

At the present time, long-range goals are established at 100% of the students being involved by 1984. It is necessary at this time to study this plan and if necessary adjust so that recommendations can be made.

IX. OTHER RESOURCES

Other resources in the State Department include the Division of Guidance and Testing--involvement in career education and career guidance projects throughout the State; the Division of Planning and Evaluation --involvement in adaptation grants to develop materials that would be for career education and the implementing of those materials at the elementary level; the Division of Elementary and Secondary--the development of a cluster concept. Also, endorsements from business and industry include policy statements from such organizations as Ohio Bell Telephone, General Motors Plants, the Ohio Newspaper Association, and the Ohio General Contractors Association.

Also, the State Board of Education passed a resolution on career education.

X. DISSEMINATION

Copies of the State plan will be duplicated and distributed to local career education program directors and superintendents of vocational planning districts, divisions of the State Department of Education, interested community and State agencies and organizations, and the advisory council.

I. IDENTIFYING INFORMATION

Project Title:	Implementation of Career Education in Local Education Agencies: A State Plan (FY'76) Career Education in Oklahoma: A State Plan (FY'77)
Grantee:	Oklahoma State Department of Education Guidance and Counseling Section
Project Director:	Janelle Kirby, Career Education Coordinator Oklahoma State Department of Education 2500 North Lincoln Oklahoma City, Oklahoma 7310 (405) 521-2426

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976 1977	G007604399 G007700962	$40,000 35,000	7/1/76 - 6/30/77 7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To provide a systematic approach to planning, implementing, and evaluating career education for elementary and secondary students in Oklahoma schools. To coordinate state level efforts and clarify the role of the State Department of Education and others who could or should be involved in career education. To define career education and determine the conceptual base upon which it rests within the State.

To determine and describe the need for career education within the State. To assess existing programs, practices, and materials already available in the State which would help to meet these identified needs. To develop short-range and long-range objectives, and identify strategies, activities, and resources which could be utilized to implement these objectives. To provide ways for measuring career education learner outcomes and career education activities, now and in the future. To identify and seek funding sources for implementing various components of the State plan. To determine the plan's relationship to career education activities being contemplated and/or carried out in other settings. To assure that important areas are included in the plan, e.g., special groups such as the handicapped, educationally disadvantaged, ethnic minorities, and women. To provide for the involvement of people --individuals and groups--at all levels. To provide for the involvement of these people as students, educators, parents, or representatives of community, business, labor and industry.

IV. ROLE OF ADVISORY GROUP

The thirty-member Oklahoma Career Education Advisory Council was organized from an Ad Hoc Council which was representative statewide of persons from business, industry, labor, students, all levels of education, and private sector. It was appointed by State Superintendent of Public Instruction Dr. Leslie Fisher and approved by the State Board of Education in December 1976. Some changes were made in the composition of the group so that Federal guidelines were met. The group now represents: students, parents, vocational education personnel, teachers, counselors, school library media specialists, school administrators, business and industry, labor, higher education, State Department of Vocational-Technical Education, Oklahoma Education Council, legislators, and other units of the State Department of Education.

The role of the Advisory Council was to: provide recommendations for types of programs to be included in the State plan; provide input in establishing the overall plan for career education; active involvement in conducting a statewide needs assessment; leadership for the various task force study groups concerning their efforts in career education; provide a means of informing the various publics about career education and secure their support in assisting all local education agencies in establishing career education programs; and work cooperatively with teacher education institutions as they provide career education instruction to future educators.

This Council was organized to provide advice and assistance during the development of the State plan. This assistance to the State Department of Education Career Education Coordinator was accomplished in several ways, but mainly by council members' participation as members of task forces which dealt with various components of the plan.

These task forces were: Task Force A, for the development of a career education definition for Oklahoma and the concepts on which career education is based; Task Force B, for student needs assessment; Task Force C, for professional staff needs assessment; and a Task Force for the development of overall goals for career education in Oklahoma. These task forces met as part of scheduled Advisory Council meetings and at other times on their own. Recommendations were made and materials produced and developed as a result.

Over and above the task force assignments, individual members of the Advisory Council, in their representative status, have worked with the Career Education Coordinator on other aspects having to do with the development of the State plan, and provided advice and assistance in areas related to career education such as attending and participating in local, State, regional, and even national meetings and workshops on career education. Others have helped on specific topics covered in the State Plan and Resource Directory.

The Council has been actively involved in the decision-making process with regard to the important aspects of the development of the State Plan and has had an influential role in the direction that this development has taken. It is anticipated that this pattern will continue during the second planning year.

V. ADDITIONAL IMPUT TO PLAN

In addition to input from the broad representation of the Advisory Council, several other methods have been and will be employed to gain additional input.

During the period of time leading to the printing of the initial or working draft of the State Plan and the Resource Directory, input was sought especially from Oklahoma career education practitioners all over the State and from representatives of professional education groups and organizations. Also, the Career Education Coordinator sought expertise available regionally and nationally by visiting other States and participating in career education staff development activities. All other major sections of the Oklahoma State Department of Education were assessed in regard to contemplated and ongoing activities, plans, and/or materials related to career education.

During the second planning year in which the State Plan and Resource Directory is to be edited, refined, and published, additional input will be sought and obtained in much the same manner described for the first year with the addition of the results of the assessment of career education learner outcomes of secondary students in the State as described in Section VI of this profile.

Another important source of input is from the Office of Career Education and the assistance available through its staff, publications, and staff development activities

VI. NEEDS ASSESSMENT

During the first grant year, the career education needs of Oklahoma elementary and secondary students were initially determined as follows: National studies documenting career education needs of young people and adults were studied and the results used to pinpoint areas which might need further study, e.g., need for more realistic career planning.

The Oklahoma State Department of Education has provided leadership in the identification of education needs of elementary and secondary students during the early and mid-seventies. These educational studies were researched and all those results which were related to career education programs were identified, listed, and summarized in the first draft of the State Plan. The studies which were given major consideration were (a) Assessment of Education Needs for Students in Oklahoma, 1973; (b) Student Needs Assessment Phase of the Oklahoma Accountability Program mandated by the Oklahoma State Legislature, 1973-74; (c) A Continuum Into the Future of Education in Oklahoma; and (d) The State Department of Education Future Study, 1976, Summary Report. It was felt that it is important to see what had already been done in the State before a good decision concerning the selection of instruments could be made. The results of these studies and review of several local district career education assessments and student follow-up studies built a strong case for the further development of career education designed to effectively reach an increased number of students.

Further indepth assessment of secondary students is to be undertaken during the second planning year through the use of the CEMS--Career Education Measurement Series--the Survey Instrument. This is to be administered to a stratified random sample across the State and will be used to validate previous findings.

It is also planned that local school districts will participate by assessing their career education planning, implementation, and evaluation activities through the "District Profile of Developmental Career Education." This is also included as part of the State Plan. Results of this will give a picture of where districts are in their development of career education.

VII. RESOURCE IDENTIFICATION

Preparation of an Oklahoma Career Education Resource Directory has been a very important aspect of State Plan Development. This directory includes the following types of resources: (1) Career education instructional materials, (2) Educational facilities, (3) Educational personnel, (4) Career Education programs and practices designed to eliminate sex-role stereotyping in career choices, (5) Business, labor, industry, professional, government, and other community resources, and (6) Funding sources and funds.

Procedures used to survey, identify, and evaluate existing facilities and potential resources for use in the development, implementation, and evaluation of career education within the State included:

1. Searching the literature through ERIC, RIE, AIM/ARM (Educational Resources Information Center, Resources in Education, Abstracts of Instructional and Research Materials in Vocational and Technical Education), CCSSO, National Center for Career Education, NIE, OCE, and many others.

2. Surveying regional areas and local school districts concerning useful career education instructional materials, shared services, and transportable activities.

3. Identifying: qualified university personnel for in-service training; all career education courses available with the State; consultant services available from SEA's, and in particular the Oklahoma State Department of Education, to LEAs; assessment and evaluation services from the SEA and university system; and media potential.

4. Providing guidelines for LEAs to identify and utilize community resources for career education programs.

5. Identifying non-educational professional agencies and organizations for availability of shared services and resources (NAB, Chamber of Commerce, CETA, 4-H and others).

It is hoped that this directory can continue to be revised and updated. The information contained includes many national and regional resources, but a major portion is devoted to the identification of State resources --human and material--which can be used for the planning, implementation and evaluation of career education for Oklahomans.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Based upon intitially-identified needs for career education, a State-level plan was developed using the State Department of Education systems analysis process. The one-year and five-year plans are proposed to meet the overall goal which states: The Oklahoma State Department of Education will seek to provide for the development, implementation, and continuation of effective career education programs that support instructional improvement for all students in elementary and secondary schools in the State of Oklahoma.

In order to accomplish this, objectives provide for: finalization and publication of the State Plan and its accompanying Resource Directory; sponsoring a statewide career education conference; Guidance and Counseling Section of the SDE leadership and support; administration of the State Plan by the SDE: SDE promotion and assistance of career education on the school district level and on the State level. Other objectives pertaining to school districts have been stated measurably, i.e., by the end of school year 1982-83, seventy-five percent of school districts will have: (1) a board of education commitment to career education, (2) selected or developed student goals and objectives compatible with the definition of career education, (3) established an administrative plan based upon needs assessment data, (4) established a budgetary commitment, (5) provided staff development of teachers, administrators, guidance and other special support personnel, (6) parent support, (7) community support from business, labor, industry, professions, and service groups, (8) developed and implemented curriclum on all levels to achieve the goals and objectives of the district program, (9) made available to teachers, students, and others instructional resources that contribute to the achievement of career education student goals and objectives, (10) developed and implemented a system for assisting students in a realistic self assessment related to their career development, (11) identified and used resources of the community--both human and material--to expand the district's capacity for delivering career education to students, (12) evaluated the district's career education program by measuring student outcomes, and (13) evaluated their program by means of a local assessment such as "District Profile of Developmental Career Education."

Each of these objectives are further expanded by activities which will be used to accomplish them. These plan components are not separate components, but are interrelated and interdependent.

IX. OTHER RESOURCES

Major units of the State Department of Education and the State Department of Vocational and Technical Education are involved with the advisory council and the career education staff. Other publics, agencies, individuals, groups and organizations involved in career education on the local, State, and national level will continue to be identified and utilized in meeting the overall goal for career education in Oklahoma.

X. DISSEMINATION

Copies of the completed Oklahoma State Plan for Career Education K-12 and its accompanying Oklahoma Career Education Resource Directory will be duplicated and distributed to local school systems, institutions of higher education, divisions of the State Department of Education, interested community and State agencies and organizations, the advisory council, the legislature, and others. Information pertaining to the development of the plan will be made available during the planning period.

I. IDENTIFYING INFORMATION

Project Title:	Application for a Grant to Extend the Development of a Comprehensive State Plan for Implementary Career Education in the Elementary and Secondary Schools in Oregon
Grantee:	Oregon Department of Education
Project Director:	Marv Harmon Specialist Career Development Project Department of Education 942 Lancaster Drive Salem, Oregon 97310 (503) 378-3597

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604422	$41,150	7/1/76 - 6/30/78
1977	G007700984	47,395	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

The career education State plan is needed to improve the coordination of career education programs in all the schools of Oregon, so that they better meet the needs of all the students. Further, the plan will provide the first comprehensive career education catalog(s) of resources in the State which will help to identify common elements that can be used by all educators. It will also be the vehicle which can provide the opportunity for schools to involve business, labor, industry, government, the community and organizations for minorities, aged, and women in meaningful and realistic ways. This will be orchestrated through a sequential management plan which will, in addition, facilitate the infusion of career education within the various sections of the Oregon Department of Education.

IV. ROLE OF ADVISORY GROUP

We are fortunate in Oregon in that we have long had an interest in career education and further have been deeply involved with it at both the school district and State level. Consequently, we have had appointed for some time by the Governor, a Career and Vocational Education Advisory Council.

Within the Governors' Advisory Council for Career and Vocational Education are two primary subcommittees. One of those subcommittees has been specifically formed to meet the needs of and advise in the area of career education. The primary objectives of the subcommittee on career education are to: provide advice and direction for the development of the career education State plan; insure that the goals, objectives, and activities are consistent with the major educational goals of the State; and determine that the budget for the implementation of the career education plan is fiscally responsible. The members of the subcommitte have during the duration of this project helped to disseminate an instrument which provided the public with an opportunity to prioritize career education goals. They have also provided suggestions for and helped in the distribution of the career education concept paper. In addition to these activities, the members have requested and received program reports on all phases of the State plan development. The committee has provided the project staff with positive direction and suggestions which will provide the State with a plan that will better meet the needs of the schools of our State.

V. ADDITIONAL INPUT TO PLAN

However, in addition to the advisory group, there was and is a very active Career Education State Plan Task Force (CESPTF). The members of this group represent the major sections of the Oregon State Department of Education which are involved in career education: Disadvantaged/Handicapped, Basic Education, Planning Evaluation and Assessment, Student Services, Vocational Education, Development Center, Career Education, Correction Education, and Compensatory Education. Their objectives are: to give advice on all aspects of the development of the Career Education State Plan, to function as liaison with the other staff members within their sections, to assist in identifying the career education needs of all students, and to determine method/strategies whereby career education will become a viable and vital part of all sections within the department.

VI. NEEDS ASSESSMENT

It was determined that a State plan for career education would be based on a comprehensive assessment of students' needs. However, we also determined that business, labor, industry and government were, together with education, bounded together and key goal setters in the process of career education. Therefore, an assessment would have to be preceded by an evaluation and prioritization of existing goals in the areas of career awareness, exploration, and preparation by members of the business, labor, industrial, government and educational community. Accordingly, the following procedures were taken to insure a more complete assessment and a more comprehensive State plan for career education which would meet the needs of all students, regardless of cultural, economic, educational, and racial backgrounds and including the disadvantaged, handicapped, and both sexes.

A series of six regional meetings were held in the State during February 1977. The participants represented business, labor, industry, government, education and the general public. There were three purposes of these meetings. First, the participants were to state the career education needs that they saw within their sphere of influence (i.e., business). It was thought that this process might surface goal(s) that had as yet not emerged. Secondly, they were to respond to, and evaluate, a goal rating instrument which had as its base goals from the areas of career awareness, exploration, and preparation. The third reason for the meetings was to build upon the communication network already established between some segments of the public and the 16 career education regional coordinators so it would include State staff involved in the plan. All three goals were met and we were able, therefore, to move into the second phase of assessment of people in business, labor, industry, professions and government.

A questionnaire was developed, but before distribution, it was taken to a member of the business community, Richard Ross, a local television news commentator and member of Portland's Career Education Advisory Council, for revision. The purpose in going to him was to put the vocabulary into lay-person terminology. The revised edition was then sent to 5,000 persons throughout the State. It was distributed via the 16 State regional coordinators to business, labor, industry, local advisory councils, parents, educators, members of the advisory committee and staff from the Department.

Of the 5,000 Career Education Priority Assessment instruments disseminated, 1,273 were returned. Nine returns which were incomplete or blank except for comments were discarded, and the remaining 1,264 returns comprised a 25.3% valid response rate. Seventy-seven percent of the respondents were in the field of education as teachers, administrators, or counselors. The remaining respondents represented the fields of government, labor, business/industry, and the community-at-large. All 16 of the career education regions of Oregon were represented.

As with the pilot Career Education Priority Assessment survey, the most highly rated priorities consistently noted by a majority of the respondents were in three specific areas. The necessity of adequate communication skills, the value of positive, work-related attitudes, and the constructive use of decision-making skills were specifically noted by a majority of both the educator and non-educator respondents.

We felt that we were now in a stronger position to develop a students needs assessment, and contracted a private consultant to develop instruments for grades 3, 6, 9, and 12 which would reflect the goals which had been prioritized by the community-at-large. Career education student competency assessment instruments suitable for surveying 2,000 students in grades 3, 6, 9 and 12 statewide were developed. The questions were written to be at least one grade level below the grade level in which testing would occur. A pilot survey of at least 200 students (50 from each grade level) was conducted, after which the questionnaire was revised and distributed to regional coordinators who were responsible to see that a cultural, economic, and sex representation was made in each of their regions. The assessment has been conducted and the results are presently being analyzed.

VII. RESOURCE IDENTIFICATION

Our Program Coordination Center, primarily responsible for this part of the plan, is the key to a coordinated department-wide procedure through which dissemination activities of career education are both received and sent. The Center maintains a comprehensive collection of educational information resources. The Center's primary data base, the Dialogue System, is the largest collection of education-related information available. The Center staff conducts at least fifty computer and manual searches per month and maintains a microfiche collection and equipment. Other resources include a library of hardbound books and educational journals. Because of our affiliation with career education directors/coordinators and agencies, we constantly receive information from around the nation.

Even though the existing system provides an excellent overview of resources it was decided that another organization should be involved in identifying resources. Accordingly, the National Center for Career Education at the University of Montana was asked to develop a method and instruments to survey the State's career education resources. The result was the "State's Career Education Resource Guide." This document identifies career education, personnel, resource centers, and programs and practices, and provides a valuable resource for both identification and stimulation for ideas.

A consultant was also contracted to develop through coordination with the Oregon Department of Education Career Education Resource Dissemination Specialist, the methodology for identification of State resources, including recommended guidelines, target population, procedures, cover letter with instructions for the target population, and a five-part model Career Education Resource Guide instrument suitable for surveying up to 100 educators statewide in the areas of (a) career education facilities, (b) career education personnel, (c) career education programs and practices to eliminate sex role stereotyping, (d) career education community resources, and (e) career education funding resources.

After completion of this survey an intern has been gathering additional information and developing the format for the catalogs; the catalogs should be published during the spring of 1978.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Based on needs identified by students, community, business, labor, industry, government, and educators, coupled with the knowledge gained through projects funded with career education monies from USOE as well as several years of career education programs and projects in schools at all levels from elementary through the universities, we identified during 1976-77 the tentative goals for the plan. We have subsequently collapsed those 17 goals to the seven elements which follow. Each element will result in a goal and the objectives and activities which appropriate State staff will implement to meet the goal. These objectives and their activities will be prioritized with the most important being met the first year and the least important the fifth. It is suspected that we will reprioritize each year to better meet both new and previously identified elements.

Major Elements and Potential Objective Areas

1. Meeting the career education needs of special groups, including handicapped, disadvantaged, minorities, able and gifted, sex-role stereotyped, aged, and economic status.

2. Developing collaborative efforts between business, labor, industry, professions, government, eduction (K-U) and organizations representing handicapped, minority groups, women, and aged.

3. Training and retraining of personnel in career education: in-service and pre-service.

4. Assessing and evaluating local career education programs.

5. Developing and sharing career education information: national, State, and local.

6. Administration and Management: implementation, budget for plan, personnel in agency and field, articulation with other plans, and updating of plan.

7. Program implementation and operation.

IX. OTHER RESOURCES

Appropriate units of the Oregon Department of Education are involved in the development of the plan as well as other career education activities through an advisory group consisting of the directors of those units.

X. DISSEMINATION

Copies of the completed State plan for career education will be duplicated and distributed to local school systems, institutions of higher education, divisions of the Department of Education, interested community and State agencies and organizations, the advisory council, Regional Coordinators, and the legislature. Information pertaining to the development of the plan will be distributed during the planning period.

CAREER EDUCATION STATE PLAN PROJECT PROFILE PENNSYLVANIA

I. IDENTIFYING INFORMATION

Project Title:	Pennsylvania Career Education State Plan Planning Proposal
Grantee:	Pennsylvania Department of Education
Project Director:	John Christopher State Director for Career Education Pennsylvania Department of Education Box 911 Harrisburg, Pennsylvania 17126 (717) 787-7616

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604418	$50,000	7/1/76 - 6/30/77
1977	G007700941	50,572	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To provide an organized systematic approach for the implementation of career education throughout the schools of Pennsylvania. To provide goals, objectives, strategies, and activities for State education agency staff, local practitioners and community resource people involved in career education. To assess the status and needs related to career education. To identify and promulgate school and community resources available to career education programmers. To develop strategies for evaluating career education activities and to disseminate information regarding exemplary programs.

IV. ROLE OF ADVISORY GROUP

The Pennsylvania State Advisory Council for Career Education will provide advice, assistance, and guidance in the development of the Commonwealth's plan for career education. In addition, the Council will review and certify the State plan to the Secretary of Education.

The 25 person council, appointed by the Secretary of Education in November 1976, will specifically provide assistance and make recommendations in the following areas:

1. Development of procedures related to the needs assessment.
2. Development of procedures related to identification of career education resources.
3. Development of management procedures and other related matters.
4. Utilization of needs assessment results.
5. Development of goals and priorities for the one and five year plan.

Membership of the council will include representatives of business, industry, labor, parents, students, special population groups, basic and higher education, other State agencies and SEA staff.

V. ADDITIONAL INPUT TO PLAN

A significant part of public input to the plan will be obtained through a series of four mini-conferences and three formal public hearings across the State. Participants at the conferences will have an opportunity to recommend strategies and make conceptual suggestions as the plan is developed. The three hearings will permit comment on the preliminary plan.

VI. NEEDS ASSESSMENT

During the first year a general survey of the status of career education was conducted. All 504 local school districts were questioned regarding key elements of career education and the extent to which implementation has taken place. A 5% random sample of districts was selected for an assessment of attitudes toward specific career education concepts and the perceived degree to which these were being addressed by local schools. Ninth and 12th grade students, teachers, counselors, administrators, parents, business and labor leaders were surveyed.

Utilizing data secured in the first year survey, the second year assessment pinpointed districts with various levels of established career education programs, including those not yet started. This follow-up assessment determined more precisely the extent of student career development, program development and implementation, and specific in-service needs of all persons involved in career education. This was determined through a 10% stratified sample of districts in which a 5% sample of all students and a representative sample of educators and community were questioned.

The data extracted from these surveys will be used for the following purposes:

1. Determine State and local goals for career education.
2. Determine the state of the art regarding career education.
3. Determine the in-service needs of educators and community resource persons.
4. Determine the organizational needs of the SEA.
5. Establish priorities of action for the SEA.

VII. RESOURCE IDENTIFICATION

The following procedures were used to identify resources for career education: (1) search of the literature, (2) direct survey of the field and (3) review and analysis of existing commercial products.

Specific activities included:

1. Search of ERIC Clearinghouse files.
2. Review of products generated by HEW-funded educational laboratories.
3. Identification of persons throughout State and nation who can act as resource persons.
4. Identification of State and local projects through search of State dissemination networks (RISE and VEIN).

5. Pennsylvania Career Guidance Demonstration Center review of existing commercial products.

6. Use of State occupational information system (Pennscript) to identify occupational needs.

7. Use of Career Demonstration Center and Pennscript to eliminate sex role stereotyping in career materials.

8. Development of career education resource guide.

Publication resulting from these activities will be revised and updated periodically. Information obtained will be promulgated to practitioners in the field and will be used by the SEA staff in developing implementation materials and strategies.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Two primary long range career education goals have been set for the State Department of Education:

1. Each local school district shall have in place by 1982 a fully implemented program for career education.

2. The Pennsylvania Department of Education will develop and maintain a capacity to provide technical assistance to local school districts, intermediate unit personnel, and others in the community with regard to career education.

Local school districts have a single long-range goal: to develop and maintain a program of career development activities which will insure mastery in the following areas: Educational Awareness, Self Awareness, Career Awareness, Decision-Making Awareness, Economic Awareness, and Leisure Awareness.

Short-term goals for the Department of Education include: developing staff awareness and commitment to career education; preparation of in-service strategies, materials, and technical support; development of a base of community support for career education; determination of specific in-service needs of people in the field; and validation of a viable state plan for implementing career education.

Responsibility for leadership, administration, and development of the State Plan for Career Education is assigned to the Bureau of Instructional Support Services of the Pennsylvania Department of Education.

IX. OTHER RESOURCES

Units within the Department of Education that have given assistance in the development of the State plan include: Bureau of Curriculum Services, Bureau of Vocational Education, Bureau of Information Services (including RCU), Division of Educational Quality Assessment, Division of Guidance and Counseling, Division of Media and Technology, Division of Libraries and Media, Division for Compensatory Education.

Non-internal Department and other external resources include the Educational Development Center and the Computer Science Division, Shippensburg State College, Shippensburg, Pennsylvania, and Research for Better Schools, Philadelphia, Pennsylvania.

X. DISSEMINATION

The final State plan will be distributed to all educational agencies in the State. This will include institutions of higher education, internal State Department units, other State agencies, other State advisory councils. In addition, relevant State organizations and the Legislature will also receive copies.

I. IDENTIFYING INFORMATION

Project Title: Rhode Island Career Education State Plan

Grantee: Rhode Island Department of Education

Project Director:
Frank M. Santoro
Deputy Assistant Commissioner
Bureau of Vocational-Technical Education
Roger Williams Building - Room 222B
22 Hayes Street
Providence, Rhode Island 02908
(401) 277-2691

Arthur Paul Tartaglione, Jr.
Career Education Coordinator

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604421	$44,000	7/1/76 - 7/28/77
1977	G007700961	45,000	8/1/77 - 7/30/78

III. PURPOSE OF STATE PLAN

The major goal of the Rhode Island Department of Education is to aid local educational agencies in their educational efforts. Consistent with this goal, the Rhode Island Career Education Plan provides local educational agencies with the support to implement a career education delivery system that will provide all students with self-awareness, exploration, information, decision-making skills, motivation, and preparation to meet their personal and career development needs. In addition to being a mechanism of support, the Rhode Island Career Education Plan is designed to act as a guide to local educational agencies in the development of their career education efforts by providing strategies to implement career education in Rhode Island schools.

The State Plan is based upon identified needs and the meeting of these needs will provide statewide direction for various constituencies, such as the Business-Industry-Labor-Professional-Government (BILPG) community, whose career education efforts can be organized around common goals. Greater participation of the community and coordination of efforts will help eliminate duplication of both local and State resources. Common goals will help coordinate the fragmented activities that exist in Rhode Island into a comprehensive, developmental approach that will involve all subject areas and all persons.

The heart of the plan focuses on Leadership, Resources, Training, and Community Involvement as being the essentials in developing career education in Rhode Island.

Leadership - by establishing a network of local career education coordinators that will develop, facilitate and coordinate career education activities (K-12) throughout their respective districts. Also in the category of leadership we include the efforts of the Rhode Island Career Education Staff with their goals of promoting and assisting the development of career education at the local level.

Resources - by establishing Career Resources and Counseling Centers (CRCC) for secondary students, teachers, and the general public. In addition to these centers, there must be greater utilization of the community as a resource.

Training - by providing in-service training in career education for administrators, teachers and counselors. To provide for the involvement of the business-industry-professional-labor-government community and parents in career education training.

Community Involvement - by providing leadership for facilitating the efforts of the business-industry-labor-professional-government community in giving students career exploration opportunities. To also provide for the involvement of the home and family structure in career education.

With the emphasis on the development of Leadership, Resources, Training and Community Involvement, the Rhode Island Career Education Plan provides the essentials necessary for local educational agencies to develop an effective foundation for career education.

IV. ROLE OF ADVISORY GROUP

In January, 1977, the Rhode Island Department of Education selected a thirty-member Career Education State Plan Advisory Council. The selections were made to include representation from all eleven categories and other interested groups.

The objectives of the Advisory Council are to: make suggestions which promote the development of the Career Education State Plan, advise personnel working on the State Plan on matters concerning the development of the plan, suggest ways for improving the development of the Career Education concept in Rhode Island, assist in the planning and implementation of short and long-range objectives for the State Plan, create a Core Planning Group consisting of six members of the Advisory Council and the project coordinator, which will identify strategies, activities and resources that are necessary for the successful implementation of the State Plan, provide input for conducting a statewide career education needs assessment, and provide a clear linkage between education and work.

V. ADDITIONAL INPUT TO PLAN

In addition to input from the State Plan Advisory Council, comment on the plan will be sought from the Rhode Island Career Education Association, the Houston Follow-Up Group, the Industry-Education-Labor Council and the lay public via public hearings. The public hearings will be designed in such a fashion as to attract the same broad representation throughout the State that is reflected on the Advisory Council.

VI. NEEDS ASSESSMENT

During the 1976-77 term of this grant, studies/materials were examined to identify the need for career education in Rhode Island such as: "The Nature, Status, and Scope for Career Education Programs in Rhode Island," completed July, 1977; "Project Equality/NAB Career Guidance Institute," final report, May, 1976; "Rhode Island Department of Education's Task Force on Guidance and Counseling, Directions and Recommendations," August 15, 1977; "State Plan for Career Education, Definitions and Learner Outcome Survey," completed July, 1977; "Research and Development Project in Career Education (R.I.)," final report, March 28, 1975; "Rhode Island Statewide Assessment Program 1975-76," October, 1976; "The New England Guidance Survey Project Summary Report," October, 1976; "Policy Statements for Vocational Education in Rhode Island," adopted by the Rhode Island Board of Regents for Education, May 22, 1975; "Career Education Needs and

Objectives," Care Planning Group of the Advisory Council for Career Education in Rhode Island, July, 1977, and "Educational Goals for Rhode Island," adopted by the Board of Regents for Education, July 1972.

Of the above studies/materials, three were administered during the project period: (1) "The Nature, Status, and Scope of Career Education Program in Rhode Island; (2) "State Plan for Career Education, Definition and Learner Outcome Survey"; (3) Career Education Needs and Objectives":

1. "The Nature, Status, and Scope of Career Education Programs in Rhode Island" is a survey that was developed by the Michigan Department of Education and was adapted to be administered in Rhode Island. This status survey was administered to every local educational agency (38) in Rhode Island via a focused interview by a consultant with the superintendent or her/his designee as the person most familiar with career education activities throughout their district. The survey includes district policy and provisions for career education, staff development and training, program implementation and needs, and services provided by the Rhode Island Department of Education.

2. "State Plan for Career Education, Definition and Learner Outcome Survey" was designed to aid the Core Planning Group in developing the State educational agency's definition and conceptual base for career education in Rhode Island. The survey included various career education definitions including narrow and broad interpretations. The survey also included twelve learner outcomes. It was administered to key individuals that have been involved in career education in Rhode Island. They represent parents, educators, and members of the business-industry-labor-professional-government community. The survey also was presented to the State Plan Advisory Council and the Houston Follow-up Group. The survey was seeking their preference but also invited their own definitions and comment.

3. "Career Education Needs and Objectives" was the form utilized by the Core Planning Group when they were reviewing the studies/materials that are enumerated above. Each Core Planning Group member completed this form for each need that they perceived from the materials that they were examining, and for each need that they identified they listed an objective and possible strategy to satisfy the need. The needs were listed as student or institutional needs. The objectives were prioritized, then arranged in terms of one-year objectives.

During the 1977-78 grant period a statewide career education needs assessment will be administered to students, educators, parents and the community. The data from this assessment will aid in the validating and/or updating of the first working draft of the State Plan.

VII. RESOURCE IDENTIFICATION

A career education resource identification document which contains local, State, and national resources has been prepared as a working draft. This document will serve as the foundation for a career education resource guide that will be developed for dissemination to local educational agencies.

A consultant was retained to provide the research necessary to compile the local and State resources, including programs, resource centers, and community resources. During the 1977-78 year, more information will be added and an updating of existing resources will occur.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Goal statements were developed that related directly to perceived student and institutional needs as identified by the Core Planning Group from the reviewed assessment materials. The goals for the one and five-year plans are:

1. To provide for the development, implementation and continuation of effective career education programs that support instructional improvement for all students in elementary and secondary schools in the State of Rhode Island.

2. To promote and assist the development of career education at the local level.

3. To develop and implement a Career Resources and Counseling Center (CRCC) in at least one-half of the school districts in Rhode Island.

4. To develop and implement experiential learning activities at the secondary level in at least one-half of the school districts in Rhode Island.

5. To provide in-service training in career education for administrators, teachers and counselors in at least one-half of the school districts in Rhode Island.

6. To provide leadership for facilitating the efforts of the business-industry-labor-professional-government community in giving students career exploration opportunities.

7. To provide means for special groups, including the handicapped, the educationally disadvantaged, and talented and gifted students to engage in career education activities.

8. To provide an awareness to eliminate stereotyping of career opportunities by sex, race, age, and handicap.

9. To provide for the involvement of the home and family structure in career education.

IX. OTHER RESOURCES

All units of the Rhode Island Department of Education will aid the career education staff upon request for input into the development of the State Plan.

X. DISSEMINATIONS

Copies of the final draft of the Rhode Island Career Education Plan will be reproduced and distributed to each local educational agency and all other interested parties. Information describing the development of the plan will be distributed during the term of the planning project.

During the 1977-78 planning year, dissemination activities will be a major focus of the project. Local educational agencies will receive project updates and other pertinent career education news items from the Career Education Coordinator. The Career Exploration Council will produce a brochure describing how its members contribute to the career development needs of individuals. The Career Education Advisory Council will disseminate to the community a "Career Education - What Is It" document. The success of this effort is tied closely to collaboration with civic groups and other governmental agencies. In addition to the above activities, the Rhode Island Career Education staff will present their planning efforts via conferences, workshops, etc., throughout the State.

CAREER EDUCATION STATE PLAN PROJECT PROFILE SOUTH CAROLINA

I. IDENTIFYING INFORMATION

Project Title: Development of a State Plan for Career Education in South Carolina

Grantee: South Carolina State Department of Education

Project Director:
M. Ellen Tollison
Career Education State Consultant
State Department of Education
906B Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201
(803) 758-3156

Mary N. Miller, Researcher/Writer/Editor

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1977	G007700978	$48,519	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To provide an indepth structured and coordinated guideline for individuals, educational institutions and organizations, and agencies involved in career education. To make an assessment of existing programs, practices, and materials to determine their overall effectiveness and efficiency. To develop a set of statewide short-range (1 year) and long-range (5 years) goals and objectives based on needs. To develop strategies, activities, and resources for evaluating the effectiveness of career education and the degree to which goals and objectives are attained, including guidelines for use by local school districts. To develop coordinated and sequential strategies for the dissemination of career education information.

IV. ROLE OF ADVISORY GROUP

On October 11, 1977, a highly diversified group comprised of 26 members was appointed by Dr. Cyril B. Busbee, State Superintendent of Education, from the following constituencies: public, business, industry, labor, and professional groups.

The responsibilities of the Advisory Group will be: To locate and enlist support and assistance from key State and local groups; to provide a clear linkage at the State level between education and work; to serve as a catalyst for State action and involvement; to provide information regarding educational and educationally related needs and the permanent status of career education within the State; to make inputs into policy formulation; to make inputs into the determination of goals and objectives which will best meet the career education needs of special groups such as handicapped, minority, women, etc.

V. ADDITIONAL INPUT TO PLAN

Tentative plans have been made to conduct a statewide conference on Career Education. The participants will have an opportunity to actively provide input to be used in the development of the plan. In addition, small mini-workshops of a similar nature are anticipated, and will serve as a means of attaining additional input to the plan.

VI. NEEDS ASSESSMENT

The services of a consultant have been attained to conduct an indepth statewide career education needs assessment survey during Fiscal Year 1978. This individual will modify and/or develop instruments to determine student/learner needs and staff-development needs as well as the attainment of the South Carolina seven basic elements of career education: Self-knowledge, decision-making skills, career awareness, economic awareness, educational awareness, attitudes and appreciations, and social awareness.

The items testing each of these seven elements will be in the affective as well as cognitive domain to validate the responses to some degree. Care will be taken to identify unique needs of special education students and minorities, as well as the extent of sex-role stereotyping existant in curriculum and practices. The prioritized data, attained from all assessments, will be analyzed and carefully considered in the development of goals, objectives, and specific action strategies for incorporation into the State Plan.

VII. RESOURCE IDENTIFICATION

The services of a consultant have been attained to conduct an indepth survey to identify existing and potential resources in four broad categories:

1. Financial Resources - Funding or legislation relating to, or supporting, Career Education.
2. Educational Resources - Literature, materials, etc., emphasizing Career Education concepts.
3. Human Resources - Individuals with a wide range of specialities who could serve as resource persons and/or consultants.
4. Program Resources - Existing educational programs, university courses, etc., which expound upon the career education concepts.

Those surveys will be conducted both nationally and statewide to identify major existing and potential resources in career education. Provisions will be made in the State plan for the utilization of resources via the identification of activities and strategies. Maximum effort will be made to tap the vast national and statewide resources in career education to assure the most expedient and efficient mastery of goals and objectives.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Based upon the prioritized needs identified in the statewide survey, short-term (one year) and long-range (five year) goals and objectives will be developed and incorporated within the State plan. The resultant goals and objectives will aptly address the following major areas of concern:

1. Informing and involving school board members, school administrators and community leaders.
2. Pre-service and in-service development of instructional staffs, guidance and counseling staffs, and local career education coordinators.
3. Provision of career education activities for special groups, including the handicapped and educationally disadvantaged and gifted and talented students.
4. Provisions for curriculum revision and the elimination of stereotyping by race, sex or ethnic background in career education activities.

5. Provision of local and area coordination of career education.

6. Provision of guidance and instructional materials.

7. Statewide dissemination and implementation.

8. Statewide coordination.

9. Statewide evaluation.

The South Carolina Career Education Advisory Committee will provide input and advice in the development of goals and objectives and in the determination of action strategies; however, primary responsibility for the leadership, administration and development of the State Plan for Career Education rests within the Office of Vocational Education of the South Carolina State Department of Education, and the coordination of all related efforts remains with the career education staff.

IX. OTHER RESOURCES

All major units represented by the membership of the advisory committee will work actively with the Career Education Staff. In addition the following offices, from within the State Department of Education, will play an integral role in planning processes: Office of General Education, Office of Programs for the Handicapped, Office of Research, Office of Planning, Office of Vocational Education, Board of Education.

X. DISSEMINATION

All major phases of the planning processes will receive media coverage to acquaint the public with recent developments. Upon completion of the State plan copies will be disseminated to the local school districts, institutions of higher education, divisions of the State Department of Education, State agencies and organizations, the Advisory Council, the legislature, selected businessmen and industries, and any additional interested parties.

I. IDENTIFYING INFORMATION

Project Title:	Development of a State Plan for Career Education in South Dakota
Grantee:	South Dakota State Department of Education and Cultural Affairs
Project Director:	Janet Shelver Career Education Specialist Division of Elementary & Secondary Education State Office Building No. 3 Pierre, South Dakota 57501 (605) 224-3779

II. FUNDING INFORMATION

Federal Career Education Funds

Fiscal Year	Grant Number	Amount	Duration
1976	G007604419	$44,000	7/1/76 - 8/31/77
1977	G007700935	53,363	9/1/77 - 8/31/78

III. PURPOSE OF STATE PLAN

To provide a comprehensive, coordinated approach for implementing career education in the schools of South Dakota with attention to the following areas: (1) presentation of a definition of career education which will serve as a precept for a conceptual base of Career Education in South Dakota, (2) identification of education needs, thus providing a direction for action in the development of the State Plan through goal statements, objectives (both short and long-range), strategies for achieving the objectives and meeting the needs of individuals, educational institutions, organizations, and agencies involved in career education, (3) involvement of the community (business, labor, industry, and the professions) in the planning, development and implementation of the career education plan, (4) the identification and listing of resources (both material and human) that will serve to assist in the accomplishment of career education goals, (5) a system of evaluating the achievement of the career education program, and (6) a planned procedure for disseminating career education information.

IV. ROLE OF ADVISORY GROUP

The South Dakota State Board of Education approved the appointment of an Advisory Council of 28 members representing business, labor, industry, parents, counselors, teachers, administrators, the State educational agency, other State agencies (Department of Labor), institutions of higher education, vocational education personnel, students, and school board members. The Advisory Council was organized in December, 1976. The purpose of the council is to provide opportunity for grassroots participation in the process of developing the State plan. The functions of the council will include but not necessarily be limited to the following:

1. To propose priorities for short and long-range goals of the State plan.
2. To assist in continuing review of content and organization of the State plan.
3. To provide input from respective agencies and organizations relative to the State plan.
4. To communicate career education needs to the agencies and organizations represented.
5. To support State and national legislation for career education.
6. To interpret the State plan to their respective populace.
7. To serve as consultants in their particular field of expertise.

V. ADDITIONAL INPUT TO PLAN

In addition to the contributions provided by the Advisory Council, a second grouping of individuals identified as Task Groups were selected to serve as a source of assistance in developing specific aspects of the State Plan. Four Task Groups were identified with specified representation and a chairman who carried the responsibility for organizing the contributions of the group and submitting the material for inclusion in the State plan, subject to the approval of the Career Education Advisory Council and the State Board of Education. Also, the public, through six public hearings, has an opportunity to react to the draft or skeleton plan with the privilege of submitting suggestions for additions/changes in the proposed plan. The hearings will be held in January, 1978, in six regions of the State.

VI. NEEDS ASSESSMENT

As a first step in determining the needs of career education within the State, a review of past State efforts in assessing educational needs during the period of 1973 through 1977 was initiated to discover the degree of awareness and attention to career education concepts as expressed through the results and recommendations provided in the summaries and reports. (First step accomplished Spring, 1977).

The second step: Selection and development of instruments for administering a statewide needs assessment for career education (Accomplished FY'77).

The third step: Administration of a statewide 10, 11, 12th grade survey using the American College Testing instrument of "Guidance Services Needs Assessment Survey." Approximately 75% of the public and non-public high schools responded with a 25% representation of students. The sample response included cross-cultural/economic/social/sex/special areas of representation. The instrument had been field tested and validated prior to its selection for administration. (Administration and analysis accomplished October/November, 1977 - FY'78).

The fourth step: Administration of 5th, 8th grade needs assessment survey along with a community and educational staff survey. The items on the students' instrument were selected from instruments previously developed in other States with the selection dependent upon the relatedness of the items to goals and objectives of career education. The items on the adult survey were directly related to the goals and objectives of the draft State plan. The instruments were developed by the State Career Education staff and a committee of the Advisory Council. The needs assessment survey was designed to determine the existing need, the degree to which the needs were being met, and to determine the importance of the selected objectives. The respondents for the 5th, 8th grades, and community/educational staff survey represented a 10% sample of public and non-public schools with all the 5th and 8th grade students of these schools participating, as well as all staff members of these schools and parents of the students along with a sample of additional community people.

The data from all assessments will provide useful information for: (1) development of State-level goals for career education, (2) identifying educational problems and needs in career education, (3) prioritizing areas of need as identified according to the statewide results; size of schools; needs of Native Americans; according to sex; according to achievement level of the students; according to viewpoint of parents, other community people, and educational staff.

VII. RESOURCE IDENTIFICATION

Procedures used to survey and evaluate existing facilities and potential resources (both material and human), including programs and practices to reduce sex stereotyping, for use in development and implementation of career education within the State include:

1. Recognition of the product developed by the Career Competency Program (Huron, South Dakota), "An Annotated Bibliography of Career Education Materials" as the tool for schools in South Dakota. This material was disseminated to all schools in the State and is available through the National Center for Career Education as well as through our office.
2. Survey of public and non-public schools to determine the extent of implementation of career education within the school curricula.
3. Survey of the human resource potential for career education within the State with the assistance of the State Advisory Council for Career Education. A listing of this resource is provided through the National Center for Career Education at the University of Montana.
4. Research materials which are available through national sources such as: AIM, ARM, RIE, ERIC, CCSSO, NCCE, NIE with LEAs receiving information concerning the materials.
5. Use of the Educational Research and Service Center at the University of South Dakota (which houses a complete ERIC system) and is available to all schools and agencies.
6. Research of State efforts (1973-1977) in acquiring information on educational needs of students.
7. Survey of post-secondary institutions to identify their programs of leadership in career education.

The information gathered through the seven items above will be utilized by the Career Education Office in the Division of Elementary and Secondary Education, Department of Education and Cultural Affairs, and the Career Education Advisory Council in the development of the State plan. Additional information is being collected, including:

8. Location of funding sources available for supporting career education programs.

9. Survey of local, regional, and other State coordinators for review of their plans of action for implementing career education.

10. Survey of non-educational professional agencies and organizations for availability of shared services and resources (Chamber of Commerce, National Association of Businessmen, Northwestern Bell Telephone Company, and others).

The information collected for the resource file will be updated annually.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Administer needs assessment surveys to determine needs for career education; review past State efforts to determine a base line for developing a program; inventory and utilize all available resources; study the current local educational systems to determine the changes necessary for a career education system; supply information to educational and non-educational groups and the public concerning career education; enlist support for financial funding for career education; locate sources of funding for career education.

The Five Year Plan includes the following objectives:

1. Utilize all existing data and knowledge gathered from the one year plan.

2. Design and finance career education systems most appropriate for the community.

3. Gain the cooperation of all necessary organizations, institutions, and individuals.

4. Implement a career education plan and system.

5. Build an evaluation process to determine how well the system is working.

6. Create a feedback system to use in the evaluation of findings to adapt and improve career education programs.

The responsibility for leadership, administration, and development of the State plan for Career Education rests within the Division of Elementary and Secondary Education, and the management of all activities, strategies, and procedures for the plan remains with the career education staff.

IX. OTHER RESOURCES

The three major divisions of the Department of Education and Cultural Affairs (Higher Education, Vocational Education, Elementary and Secondary Education) with the sub-units of Instructional Services, Financial Services, Division Planning, Federal Programs, the areas represented through membership on the Advisory Council for Career Education, and the Task Group representation, Indian Education, Equal Education Opportunity, Adult Education, Special Education, Library and Media Services, Title IV-C, Instructional Television provide support and input into the development of the State Plan for Career Education.

X. DISSEMINATION

Copies of the completed State Plan for Career Education will be duplicated and distributed to local school systems, institutions of higher education, divisions of the State Department of Education and Cultural Affairs, interested community and State agencies and organizations, the Advisory Council for Career Education, and members of the legislature. Information pertaining to the development of the plan will be distributed during the planning period.

CAREER EDUCATION STATE PLAN PROJECT PROFILE

TENNESSEE

I. IDENTIFYING INFORMATION

Project Title:	Career Education Planning in Tennessee
Grantee:	Tennessee State Department of Education
Project Director:	Sadie R. Chandler Director of Career Education State Department of Education 115 Cordell Hull Building Nashville, Tennessee 37219 (615) 741-1885

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604420	$38,000	7/1/76 - 6/30/77
1977	G007700867	45,313	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To provide leadership and coordination in the development and implementation of a comprehensive plan for Career Education in the public schools of Tennessee.

IV. ROLE OF ADVISORY GROUP

The role of the Advisory Group is to provide advice and assistance during the development of the State Plan. This particular council will serve only until the completion of the State Plan. The Advisory

Council will assist in the following activities: assist in the development of the State Plan for Career Education; locate and enlist support and assistance from key State, and perhaps local groups; provide a clear linkage at the State level between education and work; serve as a catalyst for State action and involvement; provide information regarding educational and education-related needs in the State; make input into policy formulation in the State; and advise in career education program development.

V. ADDITIONAL INPUT TO PLAN

In addition to input from the Advisory Council the State Director and staff will meet with the Superintendents, Supervisors, and Principals Study Councils to receive their input.

VI. NEEDS ASSESSMENT

The Principal source of information for the Tennessee Career Education Needs Assessment was a mail survey designed for all the State's superintendents and samples of principals, teachers and community leaders. The combination of questions contained in the questionnaire for each of the four groups was unique, but certain questions were asked of all groups, and some questions were asked of two or more groups. All questionnaires were mailed in February and early March, 1977.

Completed questionnaires were returned by 92% of the State's 147 superintendents, by 84% of the 243 principals sampled, by 87% of the 975 teachers sampled, and by 48% of the sample of 132 community leaders which was identified by specialists in each of the State Department of Education's nine district field offices.

Works of leading proponents of career education were studied to provide input for the development of eight statements embodying key career education concepts. The statements were adapted for use with a Likert scale response format and included in the questionnaires which were submitted to the samples of teachers and community leaders. This set of items was designed to determine how positively, or negatively, teachers and community leaders perceived career education as conceptualized by leaders in the field. An average of 90% (the range for individual items was 80 to 95%) of both groups agreed with the experts on seven of eight items. Taken together, these responses indicate that the teachers and community leaders believed strongly that career education is not just another specialty which will interfere with general education, but rather it is a process which should begin in the earliest grades and continue to be integrated into the existing curriculum at all grade levels in order to relate the content of school subjects to the way the content can be used in the world of work. Both groups agreed that career education is for all students: college-bound and non-college bound.

Student data for the career education needs assessment consisted of scores on the Career Maturity Inventory (CMI) obtained by a sample of ninth grade students who took the CMI during the course of the 1975-76 State Educational Assessment of Schools in Tennessee. The CMI is based on measures of attitudes related to career maturity and five career development competencies referred to as Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving (Crites, 1973). For purposes of the needs assessment survey, a set of six student objectives related to the attitudes and competencies measured by the CMI was developed. All four adult groups--superintendents, principals, teachers and community leaders--were asked to indicate (1) how much emphasis each objective should be given in the curriculum of the local schools ('little,' 'some' or 'much'), and (2) the extent to which each objectives was being achieved in those schools ('not at all,' 'to some extent, but not sufficiently,' or 'completely').

The career education objectives for students were given a strong endorsement by all four groups of adults: an average of 96% of all respondents believed all of the objectives deserved 'some' or 'much' emphasis. (Table 5.1 presents the student objectives developed for the needs assessment with the corresponding CMI measures, and the total percentage of each adult group which indicated that the objectives deserved 'some' or 'much' emphasis in the curriculum). No group, however, was totally satisfied with the extent to which the career education objectives for students were being achieved. 'Discrepancy ratios' comparing the mean rating for 'extent of achievement' with the mean rating for 'emphasis' indicated that community leaders felt that the schools were achieving less than 70% of the emphasis they thought the career education objectives should have. The comparable figure for school personnel was 80%--superintendents, principals, and teachers thought they were doing a somewhat better job of achieving career education objectives than the community leaders thought they were doing.

VII. RESOURCE IDENTIFICATION

The Director of Career Education is collaborating with the Department of Education's Office of Planning and Evaluation in the identification of resources. The major activities in the identification of resources are as follows:

1. Review the operation of the Instructional Media Center housed in the State Department, updating the holdings, surveying its usefulness, and publicizing the results.

2. Survey LEAs concerning their career education resources both published and teacher made, providing them with suggested guidelines for validation and categorizing of all materials which could be shared.

3. Survey the post-secondary institutions throughout the State, both junior college and university level, to identify potential human resources available for assistance to local practitioners and publicize lists.

4. Research materials which are available through national sources (AIM, ARM, RIE, ERIC, CCSSO, NCCE, NIE, and others) and publicize findings to LEAs.

5. Survey non-educational professional agencies and organizations for availability of shared services and resources (Chamber of Commerce, NAB, CETA, and others).

6. Administer a needs assessment to the business, labor, industry, professional, government, and community to identify potential resources.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The following are the objectives of the Career Education State Plan at the present. These may be revised at any time by the Advisory Council, State Board of Education or the State Department of Education staff.

Objectives: To develop Career Education capabilities at the State level; to develop a dissemination and diffusion system for Career Education; to coordinate career education activities within the State; to increase competencies of school personnel to effectively integrate Career Education into the curriculum; to develop activities for assessing and evaluating career education activities in the State; and to increase student awareness and knowledge of careers.

IX. OTHER RESOURCES

All the major units of the State Department of Education, other State agencies and representatives from labor, business, and industry will be involved in the development of the State Plan for Career Education.

X. DISSEMINATION

Copies of the completed State Plan for Career Education will be duplicated and distributed to local school systems, institutions of higher education, divisions of the State Department of Education, labor, business, industry, interested community and State agencies and organizations, the advisory council and the legislature. Information pertaining to the development of the plan will be distributed during the planning period.

I. IDENTIFYING INFORMATION

Project Title:	Texas State Plan for Implementing Career Education
Grantee:	Texas State Department of Education
Project Director:	Walter Rambo, Director Career Education Texas Education Agency 201 East Eleventh Street Austin, Texas 78701 (512) 475-6836 Karen Dietz, Assistant Director (512) 475-4291

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604367	$12,000	7/1/76 - 6/30/78
1977	G007700951	55,000	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To develop a comprehensive plan for implementing career education based on a statewide perspective of the variety of career education learning strategies and environments found in Texas schools. To identify the processes essential for implementing a K-12 infused career education approach at the local education agency level. To identify activities necessary at the regional education service center and State education agency levels to ensure availability of technical assistance to schools and State level support for implementation efforts.

To coordinate planning efforts, identification of roles, and short and long-range commitments to career education. To initiate identification of resources, materials, and people available throughout the State in both the educational field and in the business/industry/labor/community fields. To tie these demonstration resources to the essential implementation processes recommended. To provide for dissemination of the recommended implementation plans to the State's 20 regional education service centers, State Department staff, and others in the State involved in implementing career education.

IV. ROLE OF ADVISORY GROUP

Texas has a State Advisory Council for Career Education with members representing business, industry, labor, higher education, public education staff and administration, parents, and students. The Advisory Council meets on a regular basis and provides advice and assistance to the State Career Education Coordinator. Although an active and valuable group, it was decided that a special committee, formed specifically to meet the purposes of the one-year project, would be more appropriate.

The 40 members of the advisory group appointed to serve as project consultants represent all areas of educational program from the State department, regional education service center, and local education agency levels as well as community, business, school board, and higher education groups. The members were grouped to focus on one of six areas in the Texas State Plan for Career Education.

The advisory group members will work with the project director in producing one-year and five-year implementation plans for career education in Texas. Advisory group members will: (1) identify, critique, and present strategies relevant to the implementation of each career education function, (2) coordinate products and recommendations of all committee members, and (3) assist the project director in producing and revising a statewide operational plan for implementing career education. Each of the six committees were assigned specific aspects of the implementation plans to address:

1. Definition of career education and philosophical base -- Coordination Committee.

2. Need for career education within the State -- Needs Assessment and Evaluation Committee.

3. Career education efforts to meet identified needs and their assessment -- All Committees.

4. One-year and five-year objectives -- All Committees.

5. Strategies to be used in implementing short and long-range objectives in:

   - Curriculum -- Management/Implementation and Coordination Committees
   - Career counseling -- Guidance Committee
   - Career education needs of special groups and elimination of sex or race career stereotyping -- Management/Implementation and Coordination Committees
   - Involvement of business/labor/industry/professional/government/communities -- Community Liaison and Dissemination Committee
   - Home and family involvement -- Guidance and Community Liaison and Dissemination Committees
   - Training/retraining for personnel - Training/Retraining Committee

6. Evaluation strategies for local school district career education efforts and personnel training programs -- Needs Assessment and Evaluation Committees.

7. Dissemination strategies -- Community Liaison and Dissemination Committee.

8. Implementation funding sources -- Coordination Committee.

9. Application to post-secondary and adult education settings -- Training/Retraining and Community Liaison and Dissemination Committee.

10. State agency management of the State Plan -- Coordination and Management/Implementation Committees.

V. ADDITIONAL INPUT TO PLAN

In addition to the advisory group members, the plans produced will be reviewed by three or four business/industry/labor representatives who did not participate in developing the implementation recommendations. These "objective" reviewers will indicate likely public response to the educational activities suggested.

The plans produced by the project will also be reviewed by the standing Career Education Advisory Council that advises the State Director of Career Education and submitted to an internal, standing State Department of Education task force for career education. These bodies will be able to take steps for broader distribution of the plan and initiate public as well as educational reviews of the implementation strategies recommended.

VI. NEEDS ASSESSMENT

Development of a test, the Career Education Measurement Series (CEMS), was undertaken during 1974 and 1975. Activities included: (1) development of test items to measure the basic learner outcomes, (2) review of test items by students and educators, (3) validation of test items through item field tests on selected samples of students, (4) revision of items based upon field test data, (5) packaging of items into trial instruments and validation through statewide field testing, and (6) review and revision of test packages. CEMS was designed as a diagnostic measurement system, appropriate for use in grades seven through twelve. All test items are objective based. Of the 177 basic learner outcomes that define career education in Texas, 63 are measurable with CEMS.

In November and December of 1975, the survey test was administered to 20,073 ninth grade and 6,593 twelfth grade students in the statewide career education needs assessment. The probability sample represented approximately 8.5% of the ninth and 4.0% of the twelfth grade populations. The samplesswere stratified so that results would be representative of each of Texas' 20 education service center regions in terms of ethnicity and sex.

Students mastered the performance criterion in five of the 26 sub-categories of learner outcomes. These were: goal setting, understanding self-concept, attitudes toward work, job location and interview skills, and responsidibilities within work environments. Since students performed well in these areas, a statewide emphasis of special programs and resources addressing these areas would not be necessary.

Less than 75% of the twelfth grade students mastered the learner outcomes representing nine of the 26 sub-categories. These categories should be given statewide attention and programs and resources addressing these categories should be strengthened. The categories were: assistance in decision making, career information, job characteristics, appreciation for quality work, interpersonal relationships, developing positive attitudes and behaviors -- political/societal, job specialization and worker independence, supply and demand, and learning experiences and career opportunities.

The Texas Education Agency is also conducting a special assessment of career education student outcomes with special education students. The purposes of the special education study are: (1) to determine the performance of special education students in attaining basic learner outcomes in career education; (2) to relate the performance level of special education students to that of the 9th grade students surveyed in 1976; and (3) to determine the extent of modifications needed in the CEMS materials to serve specific populations of special students. Since special education students were not included in the 1976 statewide survey of career education, this study will ensure the identification of career education needs of all students in the State.

Although limitations of CEMS have been recognized, it is felt that the data gathered in the statewide needs assessment is of high quality and indicative of the need for career education in Texas. Supplemented with the results of the needs assessment of special education students, the CEMS results are sufficient to address the career development of all students in the State. Materials are now available for use by each school district in identifying specific local student needs. CEMS and the statewide results, in conjunction with other needs assessment strategies, will be incorporated in the one-year and five-year operational plans developed during the project.

VII. RESOURCE IDENTIFICATION

The project director and advisory group members are conducting reviews of available materials and sites. Reviews include examination of:

1. Position papers from USOE, other State departments, and the Texas Education Agency's agency-wide plan for career education;
2. Abstracts and evaluation reports of USOE and NIE projects, such as the Texas System for Incremental Quality Increase project, 1975-76 and 1976-77, to develop strategies to teach teachers to infuse career education into their existing curriculum, the Experience-Based Career Education project, 1976-77, to develop and diffuse alternative education approaches at the secondary level, the Partners in Career Education Project, 1972-77, to identify and develop staff development, needs assessment, and implementation strategies in career education, the State Plan project, 1976-77, to identify implementation strategies relevant to the State Plan goals for 1977-78, etc.;
3. Implementation guides developed in other States;
4. Other sources such as Title IV projects, staff and projects sponsored by Texas' 20 regional education service centers, results of the 1975-76 Incremental Quality Increase Survey to identify progress of local school districts in implementing career education, resources listed under CITE, Coordinating Information for Texas Educators project, local school districts addressing career education in meeting school accreditation standards, review of community comments on implementation plans at the 1976-77 State Plan Project Impact Conferences, survey of business/industry/labor/professional/community organizations regarding career education activities, and review of possible funding sources for career education from Federal and State governments, community and service organizations, and business/industry/labor concerns.

Information obtained about resource materials and on-site projects will be organized on the basis of identified implementation strategies and included in the implementation plan as indicators of exemplary practices. Resources will also facilitate advisory committee members in developing recommended implementation strategies.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Efforts of project consultants will be directed toward identification of the processes necessary for implementation of an infused career education K-12 curriculum at the local level and of support services at the State and regional education service center levels designed to assist local schools in their implementation efforts. The recommended strategies will be those addressing the short-term and long-range objectives currently identified in the Texas State Plan for Career Education, as follows:

1. Parents and the community will be encouraged to understand career education concepts that are developed in the home and community (a) through increased parental and public participation in the design and implementation of activities aimed at increasing outcomes of learners in relation to career education, (b) cooperative activities between schools and work situations in the community, and (c) communication to parents, students, non-parent taxpayers, and all school personnel of information about the developmental career education efforts in their district.

2. The educational needs of Texas students will be assessed in relation to the expected learner outcomes for career education through (a) student needs assessment at the middle and senior high schools using the Texas Education Agency measurement and diagnostic system and (b) use of information from the needs assessment studies as a basis for reviewing local goals for education.

3. A local plan will be developed in each school district and designed to assist in planning and providing for the orderly implementation of career education through (a) development of a local plan for the implementation of career education based on needs assessment data, (b) assessment of existing community and public agency resources which can be modified to serve as an implementation vehicle for career education, and (c) an annual evaluation of local career education plans.

4. All curricula will reflect the career education needs of students through (a) direction of curricula toward increasing the students' career development and (b) use of a process for individualizing career education experiences based on identified pupil needs.

5. Personnel in Texas public schools will be proficient in relating the concepts of career education to individual disciplines through (a) training of elementary and middle school personnel in a career education infusion process, (b) development and implementation of a staff development plan which uses the resources of the business, labor, and community personnel to provide learning experiences to the children, youth, and adults of the State consistent with the goal of career education, and (c) professional personnel participation in a minimum of ten clock hours of in-service education training sessions for incorporating career education concepts into their classroom activities.

6. The emphasis on career education phase of guidance services will be strengthened at levels K-12 through assisting local education agencies to formulate cooperatively-developed student outcome-based guidance programs through (a) improving guidance personnel skills in providing technical assistance for specific needs or concerns of individuals and groups relative to career education, (b) conducting evaluation activities that will enable them to improve their career guidance program, (c) awareness and adoption of one or more outstanding career education practices, (d) awareness of the possibilities of having guidance associates as a means of strengthening career education phases of their guidance and counseling services, and (e) increasing availability of resource materials.

IX. OTHER RESOURCES

The major instructional units of the State Department are involved in the project. Advisory committee members represent the departments of Compensatory and Migrant Education, Student Services and Instructional Coordination, Educational Assessment, School Accreditation, Administration and Services, Vocational Guidance, Teacher Education, Dissemination, Elementary Education, Social Studies, Math, Science, English, Foreign Language, Physical Education and Health, Business Education, Music, Driver's Education, and the Texas School for the Deaf. Additional project advisors at the State level include the project director of the Diffusion of Experience-Based Career Education project and the Director of the Office of Career Education. Of the 20 regional education service centers, six are represented, teamed with six local school district representatives. The six business/industry/labor/community representatives have experience in small business, management consultation, local school board administration, higher education including pre-service training and occupational technology, and private/community counseling services. Additional input is being sought from industry and business representatives as objective reviewers. The State Advisory Committee for Career Education and the State agency Career Education Task Force will also be resources to the project.

X. DISSEMINATION

Copies of the one and five-year implementation plans will be distributed to the 20 regional education service centers, State Department staff, local school districts, and other State Departments of Education. Copies will also be made available through Project CITE allowing educators across the State to obtain copies. Further dissemination strategies will be identified in the implementation plan itself and conducted during the five-year implementation period.

CAREER EDUCATION STATE PLAN PROJECT PROFILE UTAH

I. IDENTIFYING INFORMATION

Project Title:	Career Education State Plan Development in Utah
Grantee:	Utah State Board of Education
Project Director:	Lynn Jensen, Coordinator Career Education Utah State Board of Education 250 East Fifth South Salt Lake City, Utah 84111 (801) 533-6091

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604368	$45,000	7/1/76 - 6/30/77
1977	G007700955	57,591	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

The purpose of this project is to employ a "mutuality of planning" approach to the formulation of a State plan for career education. The following objectives are related to the purpose of this project:

1. To effect the involvement and commitment of all key program personnel in the Office of the Utah State Board of Education in the development of the plan. (Horizontal Mutuality)

2. To achieve community involvement in the development of the plan through the use of an advisory council.

3. To effect the involvement of district level and Federal level (as appropriate) educators in the development of a State plan. (Vertical Mutuality)

IV. ROLE OF ADVISORY GROUP

The twenty-one member council meets at least four times per year. Duties of the State Advisory Council for Career Education include but are not limited to the following: Develop collaborative relationships between education and business/labor/industry/professional/government community for career education; assist in determining the present status of career education in the State; provide advice and assistance in the preparation of a State plan for career education; recommend legislation to the State Superintendent and the Utah State Legislature for implementing career education; and monitor the implementation of the State plan for career education.

V. ADDITIONAL INPUT TO PLAN

Supplementary to the input from a variety of educational and non-educational representation of the Advisory Council and subordinate committees (see item VI) hearings will be conducted in six geographical regions throughout the State for reaction and input from additional educational and non-educational sources.

VI. NEEDS ASSESSMENT

Because of Utah's commitment to the concept of "mutuality of planning," educators from various speciality areas and levels have been joined by selected community representatives to conduct a comprehensive needs assessment.

In addition to the State Advisory Council, two committees play major roles in needs assessment. The first committee, CE-CaP (Career Education Conceptualizers and Planners), is made up of seventeen persons from the State office, school districts, universities, business/labor/industry and the home sector. The second consists of five subcommittees (curriculum, training, guidance and counseling, community, planning and evaluation), each to be chaired by a member of CE-CaP. Subcommittees will be composed of from five to seven individuals with expertise in both the speciality area and career education.

With this organization, needs assessment for a career education State plan has taken a two-phase approach:

Phase one included the production of a preliminary State plan taking advantage of available information published from a variety of sources and the design and field test of needs assessment procedures and instruments.

The CE-CaP committee reviewed current career education literature and assessed the adequacy and rationale of State career education goals and objectives. The major role of the subcommittees was to identify standards or "desired status" within each speciality area.

Data to determine "present status" was gathered through such measures as the Comprehensive Career Assessment Scale, Career Maturity Inventory, and Assessment of Career Development. Present studies, surveys, and other kinds of documentation such as portions of Utah's Statewide Assessment were also reviewed and condensed to ascertain individual needs. Groups of students and school personnel have been organized to facilitate the assessment of institutions.

The "present status" has been matched with "desired status," and the previously-mentioned groups have identified critical needs and outlined next steps to resolve gaps.

Phase two will include the collection and analysis of needs assessment data from a representative sample of educators, community resource personnel, and parents in the State. The final plan will then be produced by expanding, refining, and modifying the preliminary plan based on the new and additional data resulting from the completion of the needs assessment.

VII. RESOURCE IDENTIFICATION

A career education library is maintained and housed in the Career Education Unit of the Office of the Utah State Board of Education. A second laboratory for career education materials including instructional materials and career guidance resources is maintained in a mobile trailer. Over $40,000 worth of materials and equipment are in the trailer which is used for career education in-service training.

The identification of career education resources in the business/labor/industry/professional/government community has made substantial strides in the Salt Lake Valley through the auspices of a new organization called BICEP (Business Industry Community Education Partnership). Four local districts serving over forty percent of the students in the State have organized with assistance from the State Education Agency to identify, develop, and coordinate the resources of the business/labor/industry/professional/government community for career education.

Contact will be made with at least the following organizations or groups in an effort to update or make certain that currently available materials have been identified: U.S. Office of Education, National Institute of Education, The Ohio Center for Vocational Education, Regional Vocational Curriculum Centers, Regional Labs, Major Commercial Companies, and Other State Education Agencies.

An effort has already been undertaken to develop a career resource center in each school in the State. Guidelines for resource centers (i.e., suggested contents and how present facilities could be converted to serve as career resource centers) have been developed in booklet form and will be disseminated to each secondary school.

The community subcommittee will assess resources of the business/labor/industry/professional/government community. Members of the Advisory Council with assistance from the CE-CaP Committee and Subcommittees and Career Education Unit will identify present local, State, and Federal funding sources that could be utilized to implement the career education State plan.

Considerable progress has already been made in identifying promising career education programs and practices which potentially could be of value in Utah schools. Many descriptions of programs have been located and catalogued in the State career education library. The Career Education Unit will assume the responsibility for updating its file of programs and practices and will develop a list of priority programs that should be piloted or field tested in Utah schools. It is anticipated that the list of organizations and groups to be contacted for instructional materials will also be a rich resource for identifying programs and practices. These, along with additional sources such as the "Section 406" projects and Part D projects, will be contacted as a part of the resource identification efforts.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Identified needs have been prioritized by the CE-CaP Committee. Appropriate CE-CaP subcommittees have begun to develop a one- and five-year plan to meet identified needs in curriculum, training, guidance and counseling, community, planning and evaluation. Assignment of responsibility for implementation of the plan will be made to appropriate State school office personnel. Identified resources will be allocated. Further funding will be requested, if needed. CE-CaP Committee will develop plans to monitor implementation and to evaluate plans and outcomes.

IX. OTHER RESOURCES

The major divisions and units of the Office of the Utah State Board of Education will be involved in the plan. Two associate superintendents, two division administrators, and the director of counseling and guidance serve on the State Advisory Council. An associate commissioner from the Board of Regents represents post-secondary education.

All major divisions and units of the Office of the Utah State Board of Education will also be involved in the development of the plan. Seven individuals representing the Division of Technical Assistance, the Division of Curriculum, the Division of Staff Development, the Division of Vocational and Adult Education, the Pupil Personnel Services Section, and the Special Education Section have been committed to assist in the development of a state plan for career education.

X. DISSEMINATION

Copies of the State plan will be duplicated and sent to all forty Utah school districts, institutions of higher education, major interested community, parent and student organizations, State education agency divisions, and the legislature by October 1978. In addition, several State plan executive summaries for use by school level administrators, superintendents, board members, etc., will be prepared and disseminated.

CAREER EDUCATION STATE PLAN PROJECT PROFILE — VERMONT

I. IDENTIFYING INFORMATION

Project Title:	The Vermont Career Education Plan
Grantee:	Vermont State Department of Education
Project Director:	Walter Faulkner Career Education Coordinator State Department of Education State Office Building Montpelier, Vermont 05602 (802) 828-2445

II. FUNDING INFORMATION

Federal Career Education Funds

Fiscal Year	Grant Number	Amount	Duration
1976	G007604366	$43,000	7/1/76 - 6/30/77
1977	G007700940	47,141	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

The purpose of the State Plan for career education is the development of strategies and guidelines to implement career education in Vermont schools. The Plan would be utilized by local school districts for their own program development, implementation, dissemination, and evaluation and for determining progress. The State Plan is based upon validated needs (validated in the State Plan) and the meeting of these needs will provide statewide direction for various constituencies (Business-Labor-Industry-Professional-Government -- (BLIPG) whose efforts would be organized around common goals. Greater participation of the community and coordination of efforts will help eliminate duplication of both local and State resources. Common goals will help coordinate the fragmented activities now taking place in Vermont into a comprehensive development program involving all subject areas and all persons.

IV. ROLE OF ADVISORY GROUP

The 50-member Advisory Group was formed in August-September of 1976 using criteria outlined in the State Plan proposal 1976-77, which in turn was developed by Vermont's Career Education Coordinator, State Plan Coordinator, and Secretary.

The Advisory Group was organized to:

1. Assist the Career Education Staff in totally implementing career education in Vermont within a five-year period and in initiating and completing a planning procedure with one of the five administrative regions in Vermont in each of five years.

2. Initial and subsequent meetings of the Advisory Group were for the purpose of: establishing goal statements; validating need statements; ratification of objectives; developing State Plan; and adoption of State Plan.

   In addition, the Department team will conduct a series of special topic workshops.

3. Topics will be developed based upon the needs of the Group members and/or team members. Topics will include: Needs assessment of Career Education in Vermont; Developing a State Plan for Career Education; Evaluating Career Education; How to Involve School Boards, School Administration and community leaders in Career Education; In-service and pre-service of instructional personnel; In-service development of counselors for Career Education; Instructional materials for Career Education; and Implementing educational change statewide.

   At least three members of the Advisory Group will attend each special topic workshop along with seven other invitees who have demonstrated expertise in some of the following areas: instruction, guidance, placement, evaluation, professional development, occupational information system, involving the home and family in career education, career education for special groups, and business/industry/labor in Career Education.

   These special topic workshops will be patterned after the mini-conferences conducted by USOE and will provide input to the decision makers as the State Plan is drafted.

V. ADDITIONAL INPUT TO PLAN

In addition to input from the broad representation on the Advisory Group, awareness and validation/refinement meetings will be held for community and school persons in each of the five administrative regions with the assistance of the State Plan Advisory Group. The meetings will serve as an introduction to the career education concept to create awareness and interest for the implementation phase of the process as well as to gather information/reactions to the needs, objectives, and implementation as outlined.

VI. NEEDS ASSESSMENT

Vermont accepts, as its working definition, that needs assessment is the difference between accepted goals and actual practices.

The Vermont State Department's Career Education team reviewed the following materials for the purpose of identifying goals: concept papers, goals established from previous years, goals obtained from Educational Resources Informational Centers (ERIC) system, documents written by the Career Education and Vocational-Technical Education Advisory Councils, project proposals submitted to the Department for funding, Career Education position papers written by agencies, institutions, and other departments of education.

These goals were prioritized by members of the Advisory Group using the Phi Delta Kappan Goal Setting Process. They were ranked for long and short-term goals.

To determine the level of current practices in relationship to the goals, the Department's Career Education team reviewed for the purpose of identifying practices the following:

1. The results of the 1975 Fall Data Collection which contains information about career education practices and needs for assistance as expressed by some 6,000 Vermont educators.
2. The results of career education opinionnaires as received from seven Vermont school districts.
3. The results of an in-service teacher needs survey as received from five Vermont school districts.
4. The results from evaluations of exemplary projects, ESEA Title III projects, and State funded projects.

5. The results from a review of State statutes, State Board of Education policies and regulations which might be considered as being either supportive or restrictive of career education activities.

6. The results from a review of selected school board policy manuals and master negotiated contracts which might be considered as being either supportive or restrictive of career education activities.

7. The results from an analysis of data obtained from reading and mathematic achievement test scores, special education pupil profiles, pupil drop-out and attendance studies, teacher education program approval reports, career education project reports, Vocational Technical Education reports and trends, the annual follow-up of high school graduates, and the scores obtained from the "About Me" tests.

8. The reports of the Vocational Technical Advisory Council and the Interagency Council will be read to ascertain whether or not these can be identified as enabling or inhibiting practices.

   Reports studied included: "Career Education Policy Project in Vermont: Final Report" June 25, 1976, Joan Hoff; New England Assessment Project, June 1969; New England Guidance Survey Project: Summary Report, October 1976; SPACC Evaluation Report, June 30, 1976; 1975, 1976 Vermont High School Graduation Follow-Up; "Career Education in Vermont: An Early Evaluation," Spring 1976; Vermont State Advisory Council - Vocational Technical Education, First through Sixth Reports, 1971-75; "Learning for Living Evaluation Report," December 31, 1976; 1974-76 Fall Data Collection Career Education Results; "Incremental Guide Report," twelve schools/districts, Spring, 1976; Career Education in Teacher Education Report, November 19, 1974; "Vermont Adult Aspiration Study: Part II"; "Career Education: A Vermont Model for Implementation," Fall, 1975; High School Drop-Out Study, 1974-75.

The practices were then matched against prioritized goals to establish the discrepancy between goals and practices. After review by special groups and the Advisory Committee and acceptance by consensus of groups, specific needs were identified. Further validation of needs will be sought in 1977-78 both from the selected school districts participating in the refinement process and from persons representing specific interest groups in each of the five administrative regions in Vermont.

VII. RESOURCE IDENTIFICATION

Because of Vermont's lengthy involvement with career education, it has been possible to identify a reservoir of resources which are available for use in the development and implementation of the State Plan.

Resources are arranged into these categories:

1. Associations and Persons: (a) University of Missouri - guidance components, (b) National Council on Career Education, (c) National Alliance for Business - business community, (d) Vermont Exemplary Advisory Committee - distribution of resources, (e) Vermont's Vocational-Technical Advisory Council - community involvement, and (f) Vermont's Adult Basic Education Advisory Council - needs of young adults, (g) Vermont's 1,202 Commission - pre-service and in-service training of educators, (h) Department of Health, Education and Welfare, (i) Vermont Educational Television Network - dissemination of information, (j) Vermont State Department of Education Personnel - curriculum development.

2. Information and Data: (a) ERIC - Search by N.E. Center involving sources of funding for career education, (b) U.S. Chamber of Commerce materials on careers, (c) Vermont Department of Employment Security - occupational trends and needs, (d) Vermont Department of Education - drop-outs, follow-up studies, career education needs, (e) State Library, and (f) Institute for educational leadership, George Washington University.

3. Surveys: Administered to selected persons representing educators, citizens, representatives of business, industry, teacher training institutions, and students.

4. Other State Departments of Education: Link with other States for the purpose of sharing information, data and resources.

The procedure used to survey the previously assigned resource categories are interrelated with other sections of the proposal.

The document produced as a result of utilizing the above sources will be revised and updated annually. Information gathered will also be utilized by the staff and Advisory Council to meet the needs identified and to develop short and long-term goals for career education.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The development of a five-year plan will be based on identified goals and needs with the assistance of the Vermont Career Education staff, an Advisory Group made up of special groups and workshops made up of groups of practitioners.

Inputs for the five-year plan will be determined by evaluation of progress in implementing the projected one-year objectives. Some of the resulting goals would be:

1. Distribution of resources on a systematic basis.

2. Meeting of validated needs would provide statewide direction for various constituencies (i.e., business, industry, service organizations, educators) whose efforts would be organized around common, agreed-upon goals.

3. Coordination with other State plans and projects would be possible, i.e., basic competencies, Vermont Legal Education Project, the Vocational Education Five-Year Plan and the Ten-Year Special Education State Plan.

4. The identification of national, State, and local resources and development of strategies to utilize these resources would result in greater participation of the community in the schools and of the schools in the community.

5. Increased awareness of occupations and the work environment by students and educators as well as increased awareness of the educational system by the community.

6. The exclusion of stereotyping by race, sex, or ethnic background in career education.

7. A plan stated in terms of student/learner outcomes.

Responsibility for leadership administration, and development of the State Plan for Career Education rests with the Vermont Career Education staff in the Vermont State Department of Education and the management of all activities, strategies, and procedures for the plan remains with the career education staff.

IX. OTHER RESOURCES

A State Development Team will be involved with the Advisory Group to work on the development of the Plan. These include career education consultant, career education plan coordinator, elementary/secondary representative, planning and research representative, ABE representative, special education representative, and Federal program representatives.

The Houston Group, some of whose members are on the Career Education Advisory Group, also are involved in the Plan.

X. DISSEMINATION

Provisions for communications and dissemination of the local district planning process will be made by the State Department of Education Team. The step-by-step process will be outlined and will be available as a resource tool for other districts. Copies of the completed Plan will be duplicated and sent to local school systems, institutions of higher learning, divisions of the State Department of Education, interested community and State organizations and agencies, the advisory council and legislature.

I. IDENTIFYING INFORMATION

Project Title:	Development of a State Plan for Career Education in Virginia
Grantee:	Virginia State Department of Education
Project Director:	Jean A. Moorefield Supervisor of Career Education P.O. Box 6Q State Department of Education Richmond, Virginia 23216 (804) 786-4665

II. FUNDING INFORMATION

Federal Career Education Funds

Fiscal Year	Grant Number	Amount	Duration
1976	G007604364	$40,000	7/1/76 - 6/30/77
1977	G007701095	34,964	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To give leadership, direction, and coordination to the public elementary, secondary and institutions of higher education in their efforts to infuse career education into the curriculum. To provide objectives and strategies in order to accomplish this end. To involve business, labor and industry in the effort to enrich the total school program.

IV. ROLE OF ADVISORY GROUP

The Advisory Committee of thirty members was appointed by the State Superintendent of Education, Dr. Eugene Campbell in October, 1976. Their duties include the following: (1) to assist in the development, of the State Plan, (2) to assist in the formulation of one-year goals, (3) to assist in the formulation of five year goals, (4) to assist in the formulation of the career education budget, and (5) to assist in resource identification throughout the State.

V. ADDITIONAL INPUT TO PLAN

In addition to the input of the Career Education Advisory Committee, the committee for higher education also added objectives and strategies relative to the higher education component. Staff members from other divisions of the Department of Education has an opportunity to review the plan and added their suggestions and recommendations. On several occassions, members of the Chamber of Commerce suggested strategies in working with the resource identification component.

VI. NEEDS ASSESSMENT

1. A statewide needs assessment of administrators and parents was conducted in the winter of 1976. One instructional leader and two parents participated in all local divisions. (309 participants).
2. A statewide needs assessment was conducted for all ninth grade students in Virginia indicating their career concerns, including influences by principals, teachers, counselors, and peers. The analysis of both surveys is included in the State Plan.

VII. RESOURCE IDENTIFICATION

A resource identification survey has and continues to be conducted to determine what human and non-human resources exist throughout the State. Groups contacted include: (1) all local school divisions, (2) State Chamber of Commerce, (3) institutions of higher education, (3) all community colleges, (5) advisory committee, (6) higher education committee, (7) community college system, and (8) Department of Education Media Center.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

1.0 To continue planning for career education with other Department of Education divisions, both instructional and service.

2.0 To provide leadership in the coordination of career education by Department of Education divisions.

3.0 To assist other Department of Education divisions in the integration of career education components into program areas.

4.0 To provide career education programs for minorities, handicapped and gifted students.

5.0 To assist other instructional services with the elimination of sex stereotyping.

6.0 To expand the Department of Education's Media Center (career education section).

7.0 To provide technical assistance and supportive services to existing career education programs.

8.0 To assist local school divisions in the planning for and development of new career education program.

9.0 To assist local school divisions in planning for the evaluation and assessment of career education programs.

10.0 To assist in the planning for and development of career education program components in institutions of higher education.

IX. OTHER RESOURCES

X. DISSEMINATION

Copies of the completed State Plan will be duplicated and sent to all local school divisions, divisions with the Department of Education, institutions of higher education, the advisory committees, Chamber of Commerce and interested community agencies.

I. IDENTIFYING INFORMATION

Project Title:	Development of State Plan for Career Education
Grantee:	Washington State Office of Superintendent of Public Instruction
Project Director:	Herbert Bell, Supervisor Career Education Old Capitol Building Olympia, Washington 98504 (206) 753-1544 or 753-6763

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604365	$44,000	7/1/76 - 6/30/77
1977	G007700954	22,000	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

The purpose and activities of the 1976 Fiscal Year are included in the Final Report for that project (copy enclosed). The purposes of the 1977 State Plan are to prioritize student outcomes and to develop and administer to a stratified random sample instruments that will assess the degree of attainment of 3rd and 8th grade students of the top priority student outcome objectives for career education.

IV. ROLE OF ADVISORY GROUP

Plans call for the present advisory committee to be expanded to include eleven (11) categories listed in the Federal Act. The advisory committee will:

1. Assist the Career Education Supervisor and other career education specialists in prioritizing the student outcomes.
2. Seek ways and means to implement career education at the local level.
3. Identify strategies, activities, and resources that might be utilized for career education.
4. Assist in reviewing the goals and objectives of career education.
5. Speak for career education funding needs at the State level.

V. ADDITIONAL INPUT TO PLAN

A task force of career education specialists will be identified in a cross section of Washington State's population to prioritize the student outcomes. Each of these career education specialists will establish a team consisting of themselves and a 3rd and 8th grade teacher to assist in the prioritizing. These same teams will be utilized to assess the degrees of attainment.

A special group will be identified to analyze the results of an 11th grade assessment device administered to a random sample last school year. Many areas of this test were devoted to career education questions and have yet to be analyzed.

VI. NEEDS ASSESSMENT

A statewide needs assessment will be conducted through a random sampling as suggested in Item V with only grades 3, 8, and 11 being assessed.

The needs assessment instruments will be developed from the student outcomes prioritizing. Test items will be written by classroom teachers under the direction of the Superintendent of Public Instruction Program Evaluation & Research Section.

The data and the instrument will be forwarded to all school districts along with the developed Parts I, II, and III of the Washington State Plan for Career Education. These parts are designed to assist and implement career education programs at the local level.

VII. RESOURCE IDENTIFICATION

The following will be utilized to determine resources available for local school districts:

1. Review present listings and State resource guides for additions,
2. encourage LEAs to share their materials with others,
3. encourage Educational Service Districts to publicize their materials to their LEAs and to share with other service districts (9 in total), and
4. research and review assessment instruments from other States.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The prioritized student outcomes will be put on a 5-year schedule in order to assess all outcomes at the end of 5 years. The present plans call for this to be done without any identified State funds at this time. Local funds, however, are available and a high desire and interest for the area of career education does exist.

IX. OTHER RESOURCES

Resources of several sections and divisions of the Office of the State Superintendent of Public Instruction will be utilized to design, conduct, and analyze the student assessment instruments, including the Division of Vocational-Technical and Adult Education Services, Curriculum and Instruction, Program Development, Program Evaluation, Special Services, and Data Processing.

X. DISSEMINATION

Copies of the material developed will be duplicated and sent to all LEAs, the 9 Educational Service Districts, institutions of higher education, the advisory committee, and other interested parties.

I. IDENTIFYING INFORMATION

Project Title:	The Development of a State Plan for Career Education - FY 1976 - FY 1977
Grantee:	West Virginia Department of Education
Project Director:	Robert Martin Coordinator of Career Education State Department of Education 1900 Washington Street, East Charleston, West Virginia 25305 (304) 348-3896

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604370	$39,000	7/1/76 - 7/31/77
1977	G007700965	35,000	8/1/77 - 7/31/78

III. PURPOSE OF STATE PLAN

To develop overall goals for career education in West Virginia and articulate the role of the State Department of Education in meeting these goals.

To develop a means whereby: (a) educational institutions may provide all students with learning opportunities through which they can discover and use their individual interests, aptitudes and abilities to facilitate the decision-making process of career choice based on economic, sociological and psychological information, (b) carefully planned and implemented career education programs, infused in the K-12 classrooms, may lend relevance and intelligibility to the school-years experience and provide a basis for continued exploration learning throughout life.

To devise objectives and operational plans which will help to equip individuals with the basic academic skills, the broad spectrum of occupational skills and decision-making skills to insure freedom of choice for each individual.

IV. ROLE OF ADVISORY GROUP

Members of career education citizens advisory committees will meet on a regular basis to review goals and objectives of career education as related to instruction system, involving the home and family in career education, career education for special groups (including the handicapped, disadvantaged, public schools, non-public schools and private schools), business, labor, industry, professions and government in career education and methods of promoting career education as a major educational change of benefit to all segments of the population and to society.

The West Virginia Career Education Advisory Committee is composed of individuals who are representative of the concerns listed above. They are drawn from Statewide representation and are people who are able and willing to contribute to the conceptual foundations of career education with their expertise, knowledge and broad-based contacts in their fields. The membership includes parents and students, employers and workers and representatives of such groups as retired citizens, sub-cultures and other special interest and service groups, as well as those most evident from the above list associated with the goals and objectives of career education.

V. ADDITIONAL INPUT TO PLAN

Sixteen selected committees will develop local plans for career education utilizing the State plan as a model. These sixteen plans will be used to validate the State plan for career education.

VI. NEEDS ASSESSMENT

The need for career education will be determined by analyzing national and State data from school testing programs, drop-out studies, manpower supply and demand studies, employment trends, and student needs assessments, and by utilizing recommendations of advisory groups. Available data relating to career education needs will be duplicated and distributed to each committee.

Survey Techniques

Clarification: Survey instruments will be developed to determine the career education needs of present and former students. The instruments will utilize a rating scale, and will provide opportunity for student responses concerning: (1) Personal need for career education information, (2) Individual abilities and interests, (3) Individual plans for further education and/or entering the labor market. Needs will be reported in rank order.

Accompanying the survey will be an informational brochure describing career education, including but not limited to: (1) Careers and the world of work, (2) Decision-making, (3) Sources of additional information.

A stratified random sample of 300 persons at each of the following school levels will be conducted: sixth grade, ninth grade, and twelfth grade. Surveys will be issued through school classes, and by mail to those students who are not in school.

A survey of school instructors and community leaders will be conducted by mail. Three hundred individuals in each category will be sent a rating type survey, with questions designed to secure information concerning what is being done, and what needs to be done, in career education. The responses will provide information about student needs for educational and career information and students' demonstrated abilities and interests, and will elicit suggestions of the responders concerning career education in the State.

VII. RESOURCE IDENTIFICATION

The State Career Education Resource Center will be a vital adjunct of the Career Education Work Group. The Work Group will serve in a consultative capacity to facilitate the development of the Resource Center and to promote its use by the local education agencies. RESA staff will be trained as needed to provide ongoing assistance and coordination for the LEAs.

A broad-based data bank of career education practices, products and resources is a vital ingredient of a viable career education program, and accessibility to such information can best be provided to State, regional and local change agents and practitioners through a State clearinghouse. The Career Education Resource Center, maintained by the State and located as the West Virginia State Vocational Curriculum laboratory at Cedar Lakes, will provide this centralized data bank which can be tapped as needed.

Information and materials will be drawn from nationwide state education agencies, exemplary and career education projects, the National Network for Curriculum Development, the NIE Dissemination Project (ERIC), etc., in ccoperation with the Research Coordinating Unit. A responsible agent at the Career Education Center will collect, catalog and maintain an annotated bibliography of such materials, which will be reviewed on a regular basis by the Career Education Work Group and will be available to career education personnel at the RESAs and LEAs.

Each LEA will also establish and maintain a Career Education Resource Center in conjunction with its Instructional Resource Center, or library, which will support the career education-infused curriculum and the counseling objectives and include materials, etc., available from the State Career Education Resource Center. Each LEA will also maintain a local resource guide including members of the community, business, labor, industry, professional and governmental agencies and community-based members of informative and interested groups who are available to support informational and experiential activities which are essential to the attainment of the objectives of the State Plan for Career Education.

Through utilization of State and local citizens' advisory committees for career education, a two-way flow of information relevant to meeting the needs and objectives of career education will be effected. These committees, composed of teachers, labor, industry, professional, government and service agencies, special interest groups such as PTA, NOW, AARP, NAACP, etc., church-related groups, service organizations and other groups interested in promoting the concepts of career education, must receive a regular flow of information about career education in and out of the State in addition to being tapped for input.

A bi-monthly newsletter will be prepared and edited by the responsible agent at the Career Education Resource Center, with input from the Career Education Work Group and the LEAs, and with the approval of the Public Information Office at the State Department.

Designated agents at the State and local levels will initiate and maintain contacts with the public media to ensure ongoing dissemination of information about career education concepts and practices in West Virginia.

Through the coordinating efforts of the Career Education Resource Center, State and LEA agents will establish and coordinate a cadre of personnel to develop and maintain contacts with educational personnel from private and non-public schools, business, industry, labor, professional, government and citizens' groups and community leaders.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The specific objectives of the West Virginia State Plan for Career Education are based on the assumption that the overriding objective is to implement career education concepts and programs in West Virginia within a five-year period. The objectives acknowledged the idea that the success of any innovative program is largely dependent on the attitudes and actions of the teachers who are ultimately responsible for implementation and that the teachers need the understanding and support of administrative and supervisory personnel.

Implementation Objectives

1.0 Develop policy for career education

   1.1 Establish State policies to govern the development and implementation of career education programs: obtain statements of commitments to career education from the State Superintendent, State Board of Education, and State Legislature.

   1.2 Establish regional policies to facilitate implementation of State policies regarding career education in the local educational agencies: obtain statements of commitment to career education from RESA Directors and RESA Boards.

   1.3 Establish local policies to govern the development and implementation of career education programs: obtain statements of commitment to career education from County School Superintendents and County School Boards.

2.0 Design and conduct orientations for career education.

   2.1 Establish a delivery system for the orientation of educational personnel to career education concepts and the State's commitment thereto: design and conduct programs for State Department of Education personnel, RESA personnel (including RESA Career Education Specialists), LEA Career Education Coordinators and LEA Curriculum Coordinators, County Superintendents and Assistant Superintendents, principals and guidance counselors, and teachers and librarians.

   2.2 Determine needs of selected educational personnel regarding implementation of career education: determine RESA personnels' needs and LEA Career Education and LEA Curriculum Coordinators' needs and principals' needs regarding their leadership roles in implementing career education; determine guidance counselors' needs regarding their roles in career education; and determine teachers' and librarians' competence regarding implementation of career education in the classroom and in the community.

3.0 Design and conduct inservice programs for selected personnel involved in career education implementation.

  3.1 Develop and conduct training programs for educational personnel regarding their responsibilities for implementing career education: design and conduct programs to help RESA personnel (including RESA Career Education Specialists), LEA Career Education Coordinators and LEA Curriculum Coordinators acquire additional leadership skills needed for career education; to help principals acquire additional leadership skills needed for career education; to help guidance counselors increase their competence to serve in their expanded roles in career education; and to help teachers and librarians acquire additional skills needed to implement career education concepts in their areas of responsibility.

  3.2 Develop curricular and supportive programs for infusion of career education concepts in the ongoing educational programs: develop or adapt and use any instruments needed to gather information regarding the status of present programs at the local level, identify areas of need and set priorities for addressing identified areas of needs, identify strategies for addressing the priority needs, and identify resources that are necessary and available to address identified needs.

4.0 Implement curricular and supportive programs for the infusion of career education in the ongoing K-12 instructional programs.

  4.1 Select schools for implementation of pilot programs during 1977-78 (first year of plan): implement pilot programs in selected schools, conduct evaluation of pilot programs and determine the implications of the evaluation for program improvement, and disseminate information on pilot programs and evaluation.

  4.2 Develop a schedule for systematic statewide implementation and periodic formative evaluation.

5.0 Evaluate impact of all aspects of career education in the State.

  5.1 Conduct evaluation of inservice programs for educational personnel.

  5.2 Evaluate curricular and supportive programs at the local level which were designed for infusion of career education concepts in ongoing K-12 instructional programs.

  5.3 Conduct post assessment using populations identified and instruments developed for the 1976-77 needs assessment for comparison of baseline data.

IX. OTHER RESOURCES

Bureaus of the State Department of Education will be represented on the advisory committee and are as follows: Bureau of Finance and Administration, Bureau of Learning Systems, Bureau of Planning, Research and Evaluation, Bureau of Services and Federal Programs, Bureau of Vocational, Technical and Adult Education and the Research Coordinating Unit (RCU).

X. DISSEMINATION

Copies of the completed State Plan for Career Education will be disseminated to the U.S. Office of Education, State Department of Education Personnel, Advisory Council Members and each of the 55 counties.

I. IDENTIFYING INFORMATION

Project Title:	Development of a Wisconsin State Plan for Career Education
Grantee:	Wisconsin Department of Public Instruction
Project Director:	Robert S. Meyer Career Education Supervisor Wisconsin Department of Public Instruction 126 Langdon Madison, Wisconsin 53702 (608) 266-8837 Arlys Gessner, Assistant Project Director CVTAE/UW-Stout Menomonie, Wisconsin 54751 (715) 232-1382

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604187	$40,000	7/1/76 - 6/30/77
1977	G007700898	51,772	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

Many individuals, agencies, and organizations are involved in implementing career education in Wisconsin. The State plan is intended to coordinate their efforts, clarify roles, establish goals and objectives, and measure the impact that career education activities have on students, school staffs, business, industry, and all other aspects of their respective communities.

VI. NEEDS ASSESSMENT

A comprehensive needs assessment was conducted in November 1976. The populations surveyed were: pre-school personnel, third grade, sixth grade, ninth grade, twelfth grade and secondary special education students, teachers, counselors, administrators, special education teachers, parents, adults, retired persons, State government agencies, State educational associations, State occupational groups (other than educators), civic/support groups, teacher and counselor training institutions. After reviewing the groups of individuals whose career education needs would be assessed, the Career Education Model for Career Development, and the Scope and Sequence Model for Career Development Concepts in Wisconsin's K-12 Guide for Integrating Career Education with Local Curriculum, eighteen needs assessment instruments were developed to achieve the following objectives:

1. To determine the amount of information or assistance individuals felt they needed, or was needed by the individuals with whom they work, in order to have an adequate level of SELF-UNDERSTANDING.
2. To determine the amount of information or assistance individuals felt they needed, or was needed by the individuals with whom they work, in order to have an adequate level of UNDERSTANDING THE WORLD OF WORK.
3. To determine the amount of information or assistance individuals felt they needed, or was needed by the individuals with whom they work, in order to have adequate opportunities for CAREER EXPLORATION, DECISION MAKING, PLANNING.
4. To determine the amount of information or assistance individuals felt they needed, or was needed by the individuals with whom they work, in order to have adequate skills in CAREER PREPARATION and PLACEMENT.
5. To determine the amount of information or assistance individuals felt they needed in order to provide an adequate DELIVERY SYSTEM for CAREER EDUCATION.

Individuals were asked to rate statements about career education assistance, relative to the above objectives, e.g., if it was of High Need, Moderate Need, Low Need, if they were Undecided, or Not a Need.

A stratified random sample of 46 school districts was selected to participate in the needs assessment for students, teachers, counselors, administrators. The samples of parents and adults were also taken from these 46 communities. The pre-school personnel were randomly selected from a directory of licensed day care centers and the retired persons were contacted through senior citizen organizations listed in a directory from the Department of Health and Social Services.

IV. ROLE OF ADVISORY GROUP

The 39-member State Advisory Committee for Career Education was appointed jointly by Dr. Barbara Thompson, State Superintendent of Public Instruction and Mr. Eugene Lehrmann, State Director of Vocational, Technical and Adult Education. It represents State government agencies, K-12 educators, post-secondary educators, occupational groups, and civic/service/special support groups.

For 1976-77 and 1977-78 their role is to:

1. Provide advice to the Wisconsin Department of Public Instruction, the Wisconsin Board of Vocational, Technical and Adult Education, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities concerning their efforts in Career Education, particularly as they establish their respective goals and objectives.

2. Provide advice to the Joint Task Force charged with the responsibility of developing a State plan for career education.

3. Provide information to the joint committees or task forces representing the above agencies concerning changing needs and advice concerning career education strategies for helping to meet these needs.

4. Provide, in addition to a source of public opinion and advice, a means of informing various publics about career education and securing their support for developing comprehensive career education programs throughout the State.

V. ADDITIONAL INPUT TO PLAN

Seventeen Reactor Workshops are being held during 1977-78 to obtain comments and suggestions for revision to the "user trial draft" of the State plan produced in 1976-77. Nine of these will be held for specific groups which participated in the needs assessment in the first year. The remaining will be public meeting formats in eight identified geographical areas of the State and will involve a broad representation of the general population of the State.

One section of the State plan entitled "Guidelines for the Development of Local Plans for Career Education" is being field tested in five school districts of various sizes. They are utilizing the processes of needs assessment, surveying local resources, establishing goals, developing short and long-range objectives and operational plans, and formulating plans for implementation and administration. These validation sites are being monitored and consultant assistance is provided by the project director and assistant project director.

Persons in agencies, associations, organizations and institutions who have involvement in career education were contacted and surveyed to identify the following objectives:

1. To determine attitudes and opinions about career education as defined in learner outcomes.
2. To determine what contributions (resources) their group could make to career education.
3. To determine what their group needed in order to make their maximum contribution.

As indicated by the objectives, these instruments were a combined survey of resources and needs assessment.

Initial contacts were made with persons representing these groups on the State Advisory Committee for Career Education or, if the group did not have a representative on the advisory committee, a State officer was contacted and ways were discussed to obtain input. In some cases, the survey forms were presented at a meeting of the executive committee or council, while other organizations arranged mailing lists of selected individuals at decision-making levels.

It is anticipated that the needs assessment will be an on-going process. As the project continues, other needs may be expressed that were not specifically solicited on these instruments. Also, during the 1977-78 project year, the career education needs of post-secondary students will be assessed.

The data from the needs assessment were summarized and used as a basis for the "Evidence of Need" section in the State plan, which in turn was used as a basis for establishing goals for career education in the "user trial draft" of Wisconsin's State plan.

VII. RESOURCE IDENTIFICATION

In addition to the combined needs assessment and survey of resources instruments which were developed for State government agencies, educational associations, occupational groups, civic/support groups, and teacher and counselor training institutions, three instruments were designed to specifically identify resources in various educational delivery systems in the State. Objectives for these surveys of resources were:

1. To identify useful career education methods, materials and services, developed in LEAs, CESAs, VTAE districts, colleges and universities.
2. To identify resource persons or consultants for various functions in career education.

3. To identify model facilities for developing the exploration and preparation components of career education.

4. To identify recent relevant surveys or studies concerning career education.

5. To identify possible funding or funding suggestions for career education endeavors.

The information from the statewide survey of resources was utilized in identifying the resources necessary to carry out the objectives and operational plans listed on pages 50-143 of the State plan. The survey of resources also yielded a list of more than 300 resource persons at all grade levels and in all subject matter areas who can provide various kinds of consultant assistance.

Suggestions for conducting a local survey of resources are contained in "Guidelines for the Development of Local Plans for Career Education." These "Guidelines" are Appendix E in the "user trial draft" of the State Plan.

In addition to the procedures mentioned above, the following are also being done to survey and evaluate existing facilities and potential resources for use in the development and implementation of career education within the State:

1. Review of the operation of the Wisconsin Occupational Information System (WOIS).

2. Searching the literature through ERIC, RIE, AIM/ARM (Educational Resources Information Center, Resources in Education, Abstracts of Instructional and Research Materials in Vocational, Technical and Adult Education) NCCE (National Center for Career Education).

3. Surveying local, regional, and State coordinators and reviewing local, regional and State plans in operation.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The following ten major goals were derived from ten statements of needs (resulting from the statewide needs assessment).

Individuals will have career education experiences available to them which will allow the following to be achieved:

1. Individuals will develop an understanding and acceptance of self in relation to others and the environment. (Pre-K-Adult)

2. Individuals will develop an understanding of the world of work and opportunities available to them. (Pre-K-Adult)

3. Individuals will develop career decision making and planning skills based on an understanding of themselves and the world of work. (Grade 7-Adult)

4. Individuals will have opportunities to prepare for successful placement and progress in appropriate employment, further education or other post-secondary options of their choice. (Grade 9-Adult)

5. All individuals will have opportunities to participate in career education experiences in school and/or community settings, regardless of age, sex, ethnic background, or disadvantaged, handicapped or gifted status.

In order to make career education experiences available to individuals:

6. Educators at all levels should develop skills in utilizing a career education approach to guidance and instruction.

7. School administrators and/or those to whom they assign leadership responsibilities should develop expertise in the administration of career education.

8. State level support and leadership for career education should be provided by: (a) State government and agencies, (b) State educational associations, (c) State occupational groups, and (d) State civic and support groups.

9. Means should be provided for statewide and nationwide sharing of methods, materials and experiences in the implementation of career education.

10. The efforts of various State and local agencies and organizations should be coordinated into an articulated program to meet the career education needs of individuals of all ages.

For each of these major goals, several short and long-range objectives were established. Short-range objectives are those in the "user trial draft" of the State plan which can be accomplished in the 1977-78 project year and for which there is funding either in the project for the Development of a Wisconsin State Plan for Career Education or in other federally funded demonstration projects. Long-range objectives are those which could be accomplished by 1982, contingent upon funding.

The State plan includes performance objectives only for State level groups for which there were representatives on the State Advisory Committee who were able to make commitments regarding their groups' roles in career education. To preserve the autonomy of local communities, performance objectives for the individuals benefiting from career education are the right and responsibility of local schools and communities. The "user trial draft" of the State plan provides examples of enabling objectives which provide opportunities for individuals to achieve performance objectives. Examples of program objectives are also included which provide descriptions of conditions and occurences that give direction to enabling and performance objectives.

All objectives and operational plans included in the "user trial draft" are to be considered tentative until they are validated by the groups whose responsibility it is to achieve them.

IX. OTHER RESOURCES

The needs assessment and survey of resources instruments utilized in the statewide needs assessment in November 1976 have been revised and are available in a Wisconsin Career Education Needs Assessment and Survey of Resources Handbook. It also contains some discussion about adapting or modifying instruments and summarizing data in a meaningful form to aid planning.

The Wisconsin Career Education Consortium has compiled more than 20 demonstration packages of successful career education methods and materials. A Kit of Career Education Assessment and Evaluation Instruments is also one of their fine products. During 1977-78, the consortium is being funded to identify the most successful methods for training and retraining school staff to integrate career education.

X. DISSEMINATION

Copies of the "user trial draft" of the Wisconsin State Plan for Career Education are being sent to all LEAs, CESAs, VTAEs, colleges and universities, divisions of the Department of Public Instruction, interested community and State agencies and organizations, and the State Advisory Committee. Copies are also being distributed to participants to each Reactor Workshop.

Houston follow-up activities will be conducted in June 1978. These activities will include a statewide conference and a workshop for local career education coordinators on how to develop a local plan for career education (based on experiences of 1977-78 validation sites). The revised State plan will be distributed at the conferences and workshop.

I. IDENTIFYING INFORMATION

Project Title:	A Planning Project for the Development of a State Plan for Career Education in Wyoming
Grantee:	Wyoming State Department of Education
Project Director:	Michael J. Elliott Coordinator of Career Education Office of Career Education Hathaway Building, Room 240 Cheyenne, Wyoming 82002 (307) 777-7411

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976 1977	G007604408 G007700866	$45,030 37,458	7/15/76 - 7/14/77 7/1/77 -- 6/30/78

III. PURPOSE OF STATE PLAN

The planning project has a multi-community/statewide involvement aimed at achieving a comprehensive delivery system for assessing, planning, implementing and evaluating the career education concept in the State of Wyoming. The process for accomplishing this objective is centered around working committees, which represent all major elements of a community-based educational enterprise system. The project is directed by the State Coordinator of Career Education and assisted by a seventeen (17) member Advisory Council and a twelve (12) member Steering Committee. The major contributions of the project are: (1) establishment of interstate, intra-interdepartmental cooperation and collaboration which will enhance the transferability and dissemination/diffusion of career education concepts and processes, (2) establishment of a 5-year plan and a 1-year operational plan giving direction, leadership and service for career educators, and (3) establishment of an early childhood-adult curricula framework for human resource development.

IV. ROLE OF ADVISORY GROUP

The seventeen (17) member advisory council was appointed by the State Superintendent of Public Instruction and represents all major elements of a community, educational enterprise system. The council was organized in October 1976 to:

1. Develop an understanding of the career education concept.
2. Locate and enlist support and assistance from key State and local groups.
    - (a) Members will stimulate and encourage local school systems in establishment and promotion of local community education-work councils.
    - (b) Collaborative relationships between education, business, industry, labor, professions, government and community for career education will be developed.
3. Provide a clear linkage at the State level between education and work.
    - (a) Members who represent business, labor, industry, and government will be asked to suggest criteria pertaining to employer expectations.
4. Serve as a catalyst for State action and involvement.
    - (a) Members will serve in public relations functions, helping to explain the need for the incorporation of career education concepts in school programs.
5. Assist with need sensing regarding educational and educational-related needs and the permanent status of career education in the State.
    - (a) Members will assist and advise State staff and executive committee on changes desired in career education and identify needs for funding, evaluations, and implementation.
6. Make inputs into policy formulation.
    - (a) Members will assist in community surveys as needed, to advise in career education program development.

(b) Members will conduct or assist in evaluations of career education.

7. Suggest curriculum changes in both academic and vocational education.

8. Assist in determining goals and objectives which will best meet the needs of all groups such as handicapped, minority, women, etc.

The twelve (12) member Steering Committee represent LEAs at the practicing level and are to:

1. Actively assist in the formation of a definition for career education which will provide a basis for all future activities.

2. Actively assist in a needs sensing format.

3. Assist in the State resource team formats through the use of organizations or institutions they, as individuals, represent.

4. Provide guidance and counsel in the "start up" process.

It is anticipated that the committee will fulfill its remaining major tasks before the end of the project year. The most important of these are: (1) review the needs assessment data, (2) identify goals and priorities to be included in the draft State plan, (3) review and certify the draft State plan.

V. ADDITIONAL INPUT TO PLAN

In addition to input from the broad representation on the Advisory Council and Steering Committee, public hearings and regional discipline workshops will be held in four geographical regions within the State. Other sources for involvement come from the Wyoming Youth Council, Vocational Education Advisory Council and the newly formed State Occupational Information Coordinating Committee. Collaboration of plans between the offices of vocational education, special education, community/adult education and this office has proven to be an effective and sound involvement strategy for input. Mini-plans are being developed in other offices (discipline areas) as well as a plan of action from the University of Wyoming and the seven (7) community colleges.

VI. NEEDS ASSESSMENT

The SEA is committed to assisting LEAs in building capacity as defined in the 5-year plan; a major activity of the OCE management component is to monitor the outputs of the needs assessment process in the LEAs to determine what specific resources the delivery system will need to establish and provide in order to assist the LEAs in addressing those needs. As the delivery system is discussed, the linkage component of the system can provide assistance to the LEA in needs identification (mission, concern, and discrepancy analyses) through information and consultation. The needs sensing process should provide information to the OCE (SEA) about what new products, practices, or information are required by an LEA and what technical assistance, linkage, or incentives might be needed to bring about change or knowledge utilization in the LEA.

The OCE delivery system is an interactive one, operating in both initiative and responsive modes. As a leadership agency, the OCE will initiate specific dissemination activities as a way of creating awareness of needs and of alternatives for addressing them. For example, the OCE has an established objective relating to the use of planning activities in developing work plans (1-5 years) in LEAs before implementation money is released.

This objective is a first step toward program improvement. The delivery system can support this objective through information (planning handbook), technical assistance, and incentives (planning grants) aimed at motivating the LEA to implement a program that meets identified LEA needs.

The OCE delivery system also must be managed to respond to locally identified priorities. Such responses should be provided with all three sets of resources in a form dictated by local needs rather than those of the SEA. It is necessary to develop this responsive role if the OCE is to maintain a partner relationship with community educational enterprise systems.

Critical to the needs sensing process is the establishment of an effective and open two-way communication system. The utilization of a variety of linkage resources can help to assure two-way communication. Often, however, the management of the delivery system will need to establish special channels for bringing about the "collaborative affiliation" which is required for building capacity for incremental improvement in LEAs and for establishing them as partners in the process.

The data from all assessments and studies will be analyzed and that information will provide data for: (1) development of State level goals for career education, (2) identification of strengths and weaknesses in current education programs, (3) identification of educational problems, concerns, and needs in education, (4) determination of the range of implementation, (5) justification of application of resources to needs and not to others (decision-making and planning, (6) prioritizing areas of need.

VII. RESOURCE IDENTIFICATION

The management of planned educational change requires a wide range of relevant data for decision-making regarding the educational and community enterprise. The development of an information-system facilitates the gathering, analyzing, storing, and reporting of needed pieces of information.

The development of an overall information system will begin to supply the change agent with different kinds of information for different purposes, and at appropriate times. Since the information needed by educators is extensive, the nature of the system which collects it must be sophisticated. Maintaining adequate files of information on all educational topics in a variety of formats is the major responsibility of the information system. Both computerized and manually searchable files need to be established. This collection and storage activity can be facilitated by a good communications system, particularly in accessing information about intra-state programs, practices, and related information.

The OCE is concerned with the quality of the information it provides to practitioners. It must be able to recommend alternative programs or practices which have proven to be effective. Assisting the practitioner to make reasoned choices among the alternatives available is a function best left to the linkage activities established by the SEA. Experience has demonstrated that personal contacts between SEA or intermediary linkers and the client can, over time, establish a relationship in which such advice or direction is accepted.

There are inputs and outputs of the information component. The inputs include more than information on educational programs and practices; they include information on legislation, policy, and statistics. A critical input is knowledge of the information needs of the client. On the output side, the range of products is extensive in both format and content. A "by-product" of information activities is information relative to what knowledge is required by LEAs but which is unavailable.

The range of inputs and outputs of the information systems indicates the difficulty in coordinating what often are uncoordinated activities in many SEAs. The unifying factor behind these diverse information resources is that they can be used to inform or assist LEAs in a variety of improvement efforts.

These diverse information resources may be grouped into four areas or types:

1. Resource Information - This area includes all information about new educational research or programs. Such resources as ERIC, DATRIX (abstracts of doctoral dissertations) and Innovative Education Practices (descriptions of validated ESEA, Title III programs) form the core of a large bank of information available to SEAs.

2. Management Information - This area includes data on enrollments, manpower, costs, and other similar information. At the national level, the National Center for Educational Statistics provides information to SEAs. Many States are developing the capability to collect and retrieve complex data on students throughout the State.

3. Public Information - This area includes that information prepared for the various audiences of the SEA concerning education in general. Almost every SEA has resources for communicating its purposes, activities, and accomplishments to the public.

4. Legislative and Regulatory Information - This area includes information on laws, policies, and regulations of the Federal or State governments relating to education.

Havelock (1973, pp. 78-79) summed up resource acquisition in the change process as described below:

1. For Diagnosis--resources which help us to understand the client system and its needs and problems.

2. For Awareness--information we get from scanning the field of education, showing the range of alternative possibilities for change: "awareness" is general knowledge of what is "new" and what is available; it provides images of solutions but not details.

3. For Evaluation-Before Trial--information which allows us to judge and compare alternative solutions; information about "validity", "reliability", and "effectiveness" of the innovation as demonstrated in other settings.

4. For Trial--resources which allow us to demonstrate the innovation in our own setting; information which explains in detail how to try out an innovation on an experimental basis; a sample; a home demonstration.

5. For Evaluation-After Trial--information which helps us to evaluate the success of the trial and determine if the innovation solves our problems and meets our needs. Such information must be generated within the client system itself. It cannot be acquired from outside sources.

6. For Installation--resources which provide detailed information on start-up costs and requirements for new staff, training, and readjustments so that we can plan for systemwide adoption of an innovation.

7. For Maintenance--information on long-term costs and problems of upkeep; what we need to know to evaluate and to assist in maintaining the innovation on a continuing basis after installation.

Within this component is the identification of existing and potential resources (human, material and economic) for use in the development and implementation of education within the State which will include at least the following areas: (1) instructional materials, (2) facilities, (3) personnel, (4) programs and practices with potential for use within the State, (5) business, labor, industry, professional, government and other community resources, and (6) funding sources and funds. This, and many other functions will be handled through person-to-person contact, workshops, district meetings, etc.

This function should be directed toward review and synthesis of data against established criteria regarding available human, material and economic resources. Human resources which need to be identified include: SDE consultants, teachers, aides, administrators, business people, community volunteers, etc. The numbers and kinds of existing personnel and their qualifications will be recorded and viewed in light of the needs. Equipment and facilities must likewise be examined in light of the needs.

Curriculum/instructional/guidance materials constitute the second resource consideration. A directory of available resources will be developed with only the recommended instructional material enclosed. Career education programs and practices which are deemed successful will also be identified and cataloged.

The final consideration will concern funding. Efficient and effective direction of articulated programs depends on funding from a variety of sources. Current and predicted sources of revenue will be examined and re-evaluated, if economic support is to be maximized. The potential of local, State and Federal sources must be studied in detail. Other sources of support will be looked at, including foundations, institutes and societies, and established funding sources such as CETA, Human Service Agencies, Mental Health Agencies, etc.

The last function of the information system is the establishment of the dissemination component. In order to develop a functional component for the distribution of information and materials, three questions need to be addressed: (1) How do we develop messages which would be effective for the target audiences? (2) What type of information should be presented in the messages? and (3) How should information move from one source to the next?

Thus, relevant information aimed at the resolution of identified community and learner needs and treatment of other emergent concerns will be organized and prepared for dissemination.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

On the basis of the information on hand from the model (What Should Be) and needs sensing (What Is), a management/implementation plan has been formulated. This involves specifying the mission in terms of management goals and process objectives (short-term and long-range) directed toward learner outcomes, considering possible ways to accomplish the objectives (strategies, activities, time lines and resources to be utilized) and simulating (workshops and conferences) to determine the best possible plan.

The implementation/management plan will take into account resources and constraints and the dimensions of the environment. The dimensions will include the school, home, and the community in general. Thus, the plan consists of tasks to consider goals and objectives of career education in Wyoming.

Responsibility for leadership, administration, and development of the State Plan rests with the Division of Instructional Services, and the management of all activities, strategies, and procedures for the plan remains with the career education coordinator.

IX. OTHER RESOURCES

The OCE is a linking agency between community educational enterprise systems and the variety of other organizations researching and producing program, materials, or knowledge and human resources. This linking role can coordinate or assist OCE/LEA interactions relating to its many lines of communication.

X. DISSEMINATION

Copies of the completed draft State plan for career education will be distributed to local education agencies, institutions of post-secondary education, divisions of the State Department of Education, community and State agencies, the advisory and steering council and other interested parties.

CAREER EDUCATION STATE PLAN PROJECT PROFILE GUAM

I. IDENTIFYING INFORMATION

Project Title: Career Education Program (Development of a Territorial Plan for Career Education on Guam)

Grantee: Guam Department of Education

Project Director:
Peter R. Nelson, Associate Superintendent
Division of Careers and Occupations
Department of Education
P.O. Box DE, Agana, Guam 96910
(Overseas) 472-8902

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1977	G007700950	$57,000	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

The purpose of the Territorial Plan for Career Education is to provide a framework for all future development in career education on the island of Guam. This includes an assessment of needs from all levels within the Department of Education (students, teachers and parents), other governmental departments and agencies, and the business, industry, and military communities. With this information, the Territorial Plan will address itself to operational definitions, goals, enabling objectives and activities, available resources and evaluation procedures. It will delineate immediate and long-range goals in the areas of teacher training, student outcomes, community participation, funding and the infusion of career education as an integral part of the total curriculum at all levels. The plan will also specify organizational structure and procedure, role responsibilities, evaluation design and dissemination schedule.

IV. ROLE OF ADVISORY GROUP

The twenty members of the Guam Advisory Committee for the Guam Territorial Plan for Career Education were nominated by the Career Education Planning Committee and appointed by the Director of Education, Mrs. Mary Elaine Cadigan. Represented are all levels of education, public and private, elementary, secondary, and post-secondary, business and industry, military, and the community at large. Membership is composed of students, parents, teachers, counselors, school administrators, (including school for the handicapped), Territorial Board of Education member, President of Guam, Chamber of Commerce, military educational specialist, and Department of Labor administrator.

The responsibilities of the Advisory Committee include:

1. Provide input and assistance in the development of the Territorial Plan for Career Education.
2. Offer insight and expertise on alternatives and additional ways of implementing career education at all levels and for all individuals, regardless of race, creed, sex or handicaps.
3. Provide a well informed audience to react to concepts and strategies developed by members of the Career Education Planning Committee.
4. Serve a public relations role in furthering career education throughout the island.
5. Serve as a liaison between their particular realm of influence and the career education staff.
6. Serve as community resource persons and assist in resource identification.
7. Provide linkage between the educational system and the world outside of the school.
8. Monitor the development of the Territorial Plan for Career Education.

V. ADDITIONAL INPUT TO PLAN

Each member of the Career Education Planning Committee has selected members and chairs a subcommittee dealing with specific aspects of the plan's development. The subcommittee members will provide valuable input in their particular area of concern to both the Planning Committee and the Career Education Advisory Committee. There will be presentations to the Territorial Board of Education and island-wide public hearings, at which time further input will be solicited.

VI. NEEDS ASSESSMENT

The needs assessment will involve three distinct steps:

1. From an analysis of existing documents the overall career education needs of awareness, exploration, skill development and placement will be established.
2. A set of objectives under each of the four general goals will be generated and validated from the opinions of different community agencies on a sample basis.
3. After validating objectives, an assessment of the extent to which the high priority objectives are being implemented in the system will be made.
4. Survey of teacher interest/needs to determine appropriate in-service strategies.

This process of needs assessment will reveal those needs that are not presently being met, yet have high priority.

VII. RESOURCE IDENTIFICATION

Major components will be:

1. Coordination of available community resources, viz. speakers and direct experience for students. There will be extensive effort toward utilizing the resources of the military community, a unique resource of our Territory.
2. Selection from the large number of nationally available instructional materials, increasing the availability of such to the classroom teacher. Priority selection will be Positive Self-Image, Equal Opportunity, Understanding the Island Economy as it relates to My Individual Needs and Job Information.
3. Local community resources will be surveyed.

Resource identification/utilization will be a continuous function of career education. The economy of Guam fluctuates and the career choices for our students must also be flexible.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The immediate objectives of the Territorial Plan for Career Education are to identify island-wide needs, resources and trained personnel. Existing career education programs or projects will be identified and used in pre-and-in-service training for teachers, administrators, counselors, and other Department of Education personnel. Available materials and resources will be identified, demonstrated, and made available to interested individuals, in-service training will be ongoing, and a higher degree of community participation and involvement will be sought.

Evaluation of the first year's implementation will provide direction for the five years' program. Comprehensive long-range objectives would include:

1. Promote the infusion of career education into the existing curriculum in all applicable subject areas and in all grade levels.
2. Provide career information, skill development and an appreciation of oneself and the relationship to the world of work, for each individual, regardless of ability, race, sex or handicap.
3. Provide for a continuous, comprehensive program which promotes a closer relationship between education and the total environment.
4. Provide the necessary resources to supplement existing resources so that career education can become an integral part of education.
5. Create an atmosphere in which attitudes and expectations of government, business and industry, teachers, parents and students are more consistent with the overall goals of career education.
6. Provide the leadership, organization structure and professional expertise necessary to develop, implement, and maintain career education throughout the system.

The responsibility for leadership, administration and development of the Territorial Plan for Career Education rests with the Division of Careers and Occupations of the Department of Education.

IX. OTHER RESOURCES

The Department of Education and the schools of the system offer their total resources to effect career education. This would include all divisions: Secondary, Elementary, Special Education, Careers and Occupations, Curriculum and Instruction, and Buildings and Grounds.

Representatives of each division may be called upon to provide input in career education policies and activities. Further more, cooperation and/or coordination will be expected from the newly created, autonomous college system.

X. DISSEMINATION

With Guam's State and local level administration being vested with the same agent, communication is facilitated throughout the system. Many of the individuals actively involved in the State plan's development will be actively involved in its administration and articulation through the various levels of education. Furthermore, members of the Advisory Committee will also provide channels of communication between their realm of influence and those administering career education. Dissemination of information regarding the plan's development will be continuous, and upon completion of the plan, copies will be made available to: all levels within the Department of Education, other governmental departments, business, industry and military communities, and to other interested individuals or agencies (on the island or elsewhere).

I. IDENTIFYING INFORMATION

Project Title:	Development of a State Plan for Career Education in Puerto Rico
Grantee:	Puerto Rico Department of Education
Project Director:	Zoraida Toro Career Education State Plan Director Cesar Gonzalez Avenue, #759 Puerto Rico Department of Education Hato Rey, Puerto Rico 00919 (809) 764-7075 or 763-2823

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604387	$48,759	7/1/76 - 6/30/77
1977	G007700947	62,000	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

The Career Education State Plan for Puerto Rico is geared to the development of strategies and guidelines for further implementation of Career Education in the school system of the Island. The State Plan will be based upon an assessment of needs, and the meeting of these needs will provide statewide direction for institutions and agencies: Business, Labor, Industry, Professionals, Government and the general public, whose efforts will be organized to accomplish common goals. These common goals will help to coordinate fragmented activities and efforts presently being made into a comprehensive development plan, involving all personnel and all subject matter currciula.

IV. ROLE OF ADVISORY GROUP

The 15 members of the Advisory Council and 5 ex-officio members appointed by the Secretary of Education, Dr. Carlos E. Chardon, represent labor, industry, business, counselors, teachers, students, the State agency agency, members of the Senate and House of Representatives, institutions of higher education, Women's Rights Commission and private schools. The Advisory Council, organized in September 1977, will specifically provide assistance and make recommendations to the Department of Education and to the Career Education staff in: (1) the development of curricula activities concerning the world of work, now and as envisioned for the future, which are essential for the integral education of the student; (2) helping students in the process of linking education and work; (3) disseminating the career education concept through the different government agencies, banks, commerce and labor in general; (4) supporting legislative procedures aimed at accomplishing the career education goals; (5) identifying potential career education resources in Puerto Rico through student and community surveys; (6) assisting the career education staff in their preparation of reports and proposals; (7) involvement in needs assessment surveys; and (8) assisting in setting priorities after the needs assessment is analyzed.

V. ADDITIONAL INPUT TO PLAN

In addition to input from the State Department of Education and from representation on the Advisory Council and a joint task force, hearings were held in San Juan, Puerto Rico for the Reauthorization of Programs Expiring in FY-78.

VI. NEEDS ASSESSMENT

A statewide needs assessment is being conducted during this fiscal year. Seven needs assessment instruments were developed for K-12 students (including the handicapped), counselors, teachers and administrators. Survey instruments have been developed for parents, business, labor, and industry. Ideas from Alabama, Wisconsin, Colorado, Texas, and Georgia helped a great deal in the development of the above mentioned instruments. These contain items in the affective and cognitive domain correlated with the learner outcomes suggested by the Policy Paper of the U.S. Office of Education and adapted to Puerto Rican needs. All instruments at the specified levels are being administered to a sample population of K-12 students in rural and urban areas, also considering males and females.

Control and experimental groups of students are involved at each level. The control group has been selected according to students' previous experiences in Career Education. The experimental group was selected from among those without formal learning experiences in career education.

Non-educational community assessment will be conducted with the assistance of the State Advisory Council and the six Regional Directors on the Island.

The data compiled from all assessment will provide information for the: (1) development of career education goals for Puerto Rico; (2) evaluation of strength and weakness in current Career Education projects and programs; (3) prioritizing areas of need to develop a plan for Career Education in the educational system of the island.

VII. RESOURCE IDENTIFICATION

Procedures to identify potential resources and existing facilities on the Island include:

1. Review and organize curricular materials, books, pamphlets, films, pictures and other audiovisual aids in the Department of Education and Regions, surveying their usefulness to educators and to the general public.
2. Survey Regions, Districts and the Puerto Rico Department of Education to identify human resources available for assistance to local career education practitioners, and publicize lists.
3. Survey Regions and District level Career Education Coordinators and review their plans of action for implementing Career Education.
4. Research materials which are available in other areas or programs within the State Department of Education and publicize findings to educators and the general public (Special Program for Disadvantaged Students, Work and Study, Vocational, Guidance, Planning Division). Survey non-educational professional agencies and organizations for availability of shared services and resources (Chamber of Commerce, CETA, Fomento, Tourism, others).
5. Administer a needs assessment survey to industry, labor, government, professional and other community members to identify potential resources.

The information gathered will be useful to programs and areas within the Department of Education, Regions and Districts. The Career Education Joint Task Force and the State Advisory Council will also benefit in their future Career Education plans.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

Based on the needs assessment results, a plan for curriculum enrichment, an in-service training for counselors, teachers and administrators, direction for coordination of non-educational and educational personnel, organization of State Department and Regional Resource Centers, strategies to distribute Federal and State funding to regions and districts, identification of community and education human resources and facilities and support of the State Education agency and regions across the Island will constitute the one-year plan.

The accomplishments for the one-year plan will be determined by evaluation of progress in the implementation of the proposed objectives for the first year.

Goals for One and Five-Year Plans:

1. To insure the involvement of every K-12 student in career education activities and/or opportunities.
2. To provide adequate material and literature for career education to practitioners and to the general public.
3. To engage special groups, including the handicapped, in career education activities.
4. To provide leadership and develop collaboration efforts for the implementation of career education at all levels, by personnel responsible for administrative and supportive services in business, industry, labor, government, home, family and education.
5. To revise curriculum offerings to avoid sex bias.

The responsibility for leadership, administration and implementation of the State Plan is under the Academic Program of Instruction in the Puerto Rico Department of Education. The management of the State Plan rests on the State Plan project director, a consultant and a joint task force, with the assistance of the Advisory Council.

IX. OTHER RESOURCES

Besides the Career Education Task Force and the Advisory Council involved in the development of the State Plan, other major units within the Department of Education provide representatives upon request for input on strategies, activities and policies. The Vocational and Technical area, the Special Education Program for handicapped and other disadvantaged students, the Guidance Program, the Academic, and the Planning and Evaluation Areas will be closely articulated for the preparation and implementation of the Career Education State Plan.

X. DISSEMINATION

Different divisions and areas within the Department of Education, members from the Advisory Council, members of the Career Education Task Force, and the Regional Directors will receive a copy of the final State Plan. Information concerning the development of the plan will be distributed during the planning period. Letters and brochures containing information about what is happening in Career Education will be sent to other educators and to private and non-private sectors in the community.

I. IDENTIFYING INFORMATION

Project Title:	Development of a State Plan for Career Education in the Trust Territory of the Pacific Islands
Grantee:	Trust Territory Headquarters Education
Project Director:	Abel R. Olopai Career Education Coordinator Career Education Headquarters Department of Education Saipan, Northern Mariana Islands 96950 (Overseas Telephone) 9312 or 9334

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1976	G007604371	$45,150	7/1/76 - 8/31/77
1977	G007700945	65,000	9/1/77 - [illegible]/30/78

III. PURPOSE OF STATE PLAN

1. To make all education subject matter more meaningful and relevant to the Micronesian learner through restructuring and refocusing it around a career education theme. Working within one's means and realms enables one to progress from one learning experience and lifestyle into another.

2. To provide all students, regardless of age, sex, or level of education, the guidance, counseling and instruction needed to develop their self-awareness and self-direction, and especially to develop attitudes toward the personal and social significance of work.

3. To assure the opportunity for all persons to acquire entry level skills for economic and leisure pursuits prior to leaving school, and to develop the skill of maintaining a lifestyle based on the most foreseeable condition of one's environment.

4. To prepare all students as early as the eighth grade level of education with the knowledge and skills necessary to pursue further education or to become employed.

5. To build into the educational system maximum utilization and coordination of community resources, and incorporate the learning experiences in the community as an integral part of the school curricula.

IV. ROLE OF ADVISORY GROUP

1. State Level Advisory Council: Objectives and responsibilities for the Council in the development of the State plan for career education are as follows:

   A. To locate and enlist support and assistance from key public and private groups.

      (1) Members will aid in securing State and community resources.
      (2) Members will aid in securing State and community systems in establishment and promotion of local career education advisory councils.
      (3) Engender relationships between education, business, labor, industry, professional, government, and community for career education.

   B. To provide a clear linkage at the State level between education and work.

      Members who represent business, labor, industry, and government will be asked to suggest criteria pertaining to employer expectations.

   C. To serve as a catalyst for State action and involvement.

      Members will serve in public relations activities, helping to propagate the incorporation of career education concepts in school programs.

   D. To provide information regarding educational and related needs and permanent status of career education in Territory.

In order to effectively use the Council's talents and to optimize time and effort it has been determined that each member will use his/her expertise in three different ways: (1) as a Member of the Council whenever a decision requires the general opinion of members on certain tasks, (2) as an expert on specific committee tasks, and (3) as a resource person for initiating survey activities.

The talents of the Council Members will be utilized:

(a) Periodically to assess the planning, implementing and evaluation of specific objectives.

(b) To meet as a committee a maximum of three times a year for the express purpose of implementing the foregoing objectives.

(c) To explore and assist in applying for funds to realize Career Education Programs.

(d) To encourage active participation of those in his/her field by forming a committee of their own.

(e) To advise concerning the kinds of facilities and equipment needed for appropriate training within a particular career cluster.

(f) To act as technical advisor to curriculum specialist.

2. Local Level Career Education Task Forces

It is planned to form one local Career Education Task Force in each District within the Trust Territory of the Pacific Islands.

The purpose of the Task Force is to provide each District the opportunity of advising the State plan project director specific guidance on the development of career education activitities with respect to specific local needs. The Task Force will act as catalyst and on-site morale booster.

The Advisory Council will utilize the input of the Task Forces individually or compositely. Members will include the District Vocational Education Supervisor, Curriculum Specialist, Counselor, Teacher, Parent, Chamber of Commerce and the District Director of Education. Chairmanship of the Task Force is on a rotating basis according to the Problem Statement in consideration. Consequently, the following components will be considered at least once: Vocational Education Component, Curriculum Component, Counseling and Guidance Component, Teacher Component, Parent Component, Business Community Component, and the Comprehensive Career Education Component.

V. ADDITIONAL INPUT TO PLAN

Additionally, all six (6) district task forces throughout the Trust Territory will give all persons an opportunity to comment on the State plan during their public hearings.

VI. NEEDS ASSESSMENT

There are four major areas of concern to be assessed: Attitudes toward career education and associated goals and outcomes; Knowledge associated with career education goals and outcomes; Assessment and identification of resources: and Determination of the need for training and retraining professionals.

The State Coordinator for Career Education will through cooperative arrangements gather other required information with the help of agencies needing the same type of information. Some of these are: Career interests and aspirations (Vocational Education), Opportunities for employment (CETA), Opportunities for additional education and training (Higher Education), Potential or actual drop out information (ESEA), Unemployment Rates (Manpower Council), and Resource levels with respect to Physical (General Government).

It is quite difficult to assess and compare attitudes between children and non-children. Because of this assumption, it is determined that the attitude assessment of children between kindergarten and 7th grades be utilized to find data and to make comparative analysis by factors such as sex, grade level and district. The same procedure will be used with the "knowledge" about related career education concepts but in this particular survey no comparison for grades K-12 will be made between this group and non-student groups.

The what of the needs assessment is particularly centered on statements written and derived from goal statements. The attitudinal survey for grades 8-12 will actually contain the goal statements but in such a manner that both this group and the non-student group can equally understand the meaning of each specific item.

Additionally, the resource and training needs assessment are to be devised and possibly included in the attitudinal survey instruments. This will be the task of the Assessment staff.

The following procedures will be complied with to insure a complete assessment and a more comprehensive State plan for Career Education which would meet the needs of all students, including disadvantaged, handicapped, and both sexes, within the jurisdiction of the Trust Territory of the Pacific Islands.

The following questions will be used as guidelines to assure a more systematic approach and analysis of the information and data required, to develop realistic plans of action: Who could be included in the needs assessment? What could be included in a needs assessment? How could a needs assessment be conducted? When is the most appropriate time to conduct the assessment?

Prior to the actual assessment of student needs, two prerequisites established during FY'77 will serve as basic information and data for the assessment staff, Task Force, and the Advisory Council. The two prerequisites come in the form of "Statistics of the School System" and "State of the Arts." These are shown here.

VII. RESOURCE IDENTIFICATION

There would be both local and nationwide assessment of resources. Locally in Micronesia there will be an instrument devised to assess the willingness of businessmen to provide resources with respect to guest lectures and work stations, and to identify government agencies, educators, parents and possible funding sources.

Nationally, there is a plan to assess ERIC, DATRIX and State agencies for the purpose of identifying and rating materials, audiovisuals, publishers, experts, and financial aids and grants.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The short-term objectives for school year 1977-78 include but are not limited to the following:

A. Curriculum Incremental Development

Each school district will plan, design and use on a pilot basis one chapter length of one subject matter relating to one of the 15 occupational clusters at grades 2, 4, and 7. (7 districts - 7 different subject matters - 7 different occupational clusters - 7 different chapters)

Each school district will design, produce, and disseminate one package of posters, audiovisual aids, and references on one subject matter for one occupational cluster at the kindergarten level.

Each school district will design, produce and implement on a pilot basis a specific curriculum for experiential learning outside the school premise relative to a specific subject matter in grade 10.

B. Career Development Programs and Service

The Headquarters Department of Education will design, use and evaluate the effectiveness of stateside produced manuals for Career Counseling, Career Guidance, Career Placement and follow-up programs and services for students in the 8th and 12th grades during the first and second quarters of the school year.

During the 3rd and 4th quarters of the school year the counseling division of the Department of Education will work on adapting commercially produced resources to suit the needs and environment of Micronesians.

C. Special Groups

The Department of Education-Headquarters will develop one chapter of a specific subject matter for one occupational cluster at a given grade level. One each for hard of hearing and the blind.

The Department of Education-Headquarters will develop a Career Education Program for the gifted and talented at the 9th grade level incorporating learning experiences gained at a higher education institution.

D. Business-Industry-Professional-Government

The Department of Education-Headquarters will plan, design and implement one workshop in one district for the purpose of developing a guideline for using the Business-Industry-Professional-Government sectors as learning experience opportunities.

E. Home and Family Involvement

Two districts will employ and experiment with career education counselors an outreach program for the purpose of educating parents in developing their attitudes and their children's attitudes toward the concepts of career education.

F. Staff Development

Each district will hold a workshop for the following groups relative to their specific and inter-related responsibilities in career education: counselors, administrators, officials, parents, teachers, business/teachers, and representatives of each of the above.

IX. OTHER RESOURCES

In terms of needs assessment the State Advisory Council will definitely involve all major units at the Headquarters Education: Division of Vocational Rehabilitation, Division of Special Education, Division of

Administrative Services, Division of Elementary and Secondary and Teacher Education, Division of Bilingual Education, Division of Testing and Evaluation, Division of Higher, Adult and Continuing Education. Each Division will be requested to provide representatives to Career Education Staff upon request for input into policies, procedures and activities.

X. DISSEMINATION

The dissemination of information relative to Career Education will be centralized and distributed through the Headquarters Department of Education's Career Education Coordinator. All materials received from the U.S. Mainland will be forwarded to each school district. Information and copies of materials developed by a district will be circulated to all districts and the Headquarters will collate all reports, products and other information until a complete package can be used as a learning unit.

Radio and T.V. spots developed by the districts will be used by all districts as a part of the total career education incremental development.

Each district will be charged with the responsibility of disseminating to all interested persons in their respective districts the up-to-date progress of career education.

The Career Education State Advisory Council will hold a public hearing in each district to report on the progress, plans and products of career education efforts.

I. IDENTIFYING INFORMATION

Project Title:	Development of a State Plan for Career Education in the Virgin Islands
Grantee:	Virgin Islands Department of Education
Project Director:	Henry Nieves Special Assistant to the Commissioner of Education Department of Education Charlotte Amalie St. Thomas, Virgin Islands 00801 (809) 774-0100

II. FUNDING INFORMATION

Federal Career Education Funds			
Fiscal Year	Grant Number	Amount	Duration
1977	G007700923	$47,000	7/1/77 - 6/30/78

III. PURPOSE OF STATE PLAN

To more fully develop the awareness of the need for career education as a basic vehicle for curriculum revision which will then make it possible to organize and train an administrative staff and faculty who can deliver career education to the community. This will involve coordinating the efforts of educational institutions, public agencies, business, labor, professional, and industrial resources in establishing goals, objectives, implementation strategies, and evaluation methodology. The documentation of needs and the identification of resources will assist in clarifying roles and establishing goals. The coordination of activities and the dissemination of career education information and practices will evolve from the development and use of systematic management strategies to implement and monitor a realistic,ccomprehensive system for delivering career education to children, their parents and the adult community.

IV. ROLE OF ADVISORY GROUP

The 21 member Advisory Council was appointed by Commissioner of Education Mrs. Gwendolyn E. Kean and represents business, industry, labor, students, parents, counselors, teachers, the College of the Virgin Islands and other territorial service units such as the Department of Commerce and the V.I. Employment Security Agency. The first formal meeting of the Advisory Council was on October 4, 1977.

At that time a chairperson was elected and the Council divided into two subcommittees representing St. Croix and St. Thomas/St. John. These subcommittees elected chairpersons.

The Advisory Committee will function to: Assist the Department of Education and the Career Education Planning Staff as they seek to establish components of the plan; Provide a flow of information link up to the planning staff reflecting the changing needs of their agencies and the community with respect to career education; Provide reaction to proposed career education strategies; Provide a vehicle for the dissemination of information relating to the career education plan; Provide a base for continuing community support of career education efforts.

Possible activities of the subcommittees will be to: assist in the development of the Virgin Island Career Education Plan; locate and enlist support and assistance from key territorial, and perhaps local groups; provide a clear linkage at the territorial level between education and work; serve as a catalyst for territorial action and involvement; provide information regarding educational and education related needs in the Virgin Islands; make inputs to policy formulation in the territory; advise in Career Education Program development; and conduct (or assist in) evaluation of career education.

V. ADDITIONAL INPUT TO PLAN

As noted above, subcommittees representing St. Croix and St.Thomas/St. John will work independently. The coordination of the full Advisory Council will be done by the chairperson of the full committee. The full Advisory Council will meet to review the needs assessment and to approve the final draft of the one year and five year plan by June, 1977.

VI. NEEDS ASSESSMENT

A territory-wide needs assessment will be administered in January 1978 to a random sampling of 10% of the Virgin Islands' 25,571 students in K-12 grade level and 10% of the faculty and staff. The instrument to be employed was developed and modified by the Advisory Council, the curriculum supervisors and the Department of Education. Twelve needs assessment instruments were developed for K-12 students, parents, teachers, guidance counselors and administrators. Items tap affective and cognitive domains which can be related to the developmental stages of children, the recommended curricular response and the identified student learner outcomes. There is a separate form for special education students on the secondary level. All the other instruments at the specified levels will be administered to individuals in the selected schools in a bias-free manner with care being taken to provide Spanish forms to students and parents who can respond most effectively in that language.

The professional forms were approved by the Advisory Council and the curriculum supervisors with no field testing seen as necessary. The students' forms are to be field tested in both languages at every grade level in December, 1977.

The development of the form for the non-educational community, and the sampling methodology will be of major concern to the Department of Education and the Advisory Council in December, 1977 and January, 1978. Administration of this form will take place in February, 1978. The instruments under development attempt to eliminate all sex-role stereotyping in their format.

The data from all assessment when analyzed will provide useful information for:

1. Development of territorial-level goals for Career Education.

2. The identification of strengths in current career education programs.

3. Identifying educational problems and needs in career education.

4. Determining the range in quality of career education programs in the territory.

5. Provide the basis for initiating curricular change.

6. Justifying application of resources to some needs and not to others.

7. Increasing the validity, reliability and accountability in the decision making and program planning process.

8. Prioritizing areas of need to emphasize within the territorial plan for career education programs.

VII. RESOURCE IDENTIFICATION

Procedures to be used to survey and evaluate existing facilities and potential resources, including programs and practices to reduce sex stereotyping, for use in development and implementation of career education within the territory will include the following steps:

1. Survey the operation of the mobile career education units on St. Croix for analysis of the impact, dissemination approaches and comprehensiveness.

2. Survey of the library network and its career education building.

3. Survey the 33 schools concerning their teacher mode and published career education resources (January needs assessment).

4. Survey the network opportunities for career education in Federally funded programs.

5. Survey non-educational professional agencies and organizations for availability of shared services and resources, i.e., Chambers of Commerce on both islands, labor, government agencies, etc. (needs assessment).

6. Identifying interest and level of involvement of the College of the Virgin Islands through Advisory Council subcommittee chairperson.

7. Obtain labor information and placement procedures from the Virgin Islands' Employment Security Agency and economic predictions and procedures from the V.I. Department of Commerce.

8. Research materials which are available through national sources (AIM, ARM, RIE, ERIC, CCSSO, NCCE, NIE) and others.

The document to be developed will identify and evaluate the available data as well as recommend usage procedures. This information will have to be revised annually to provide an information base for long and short range plans for career education.

VIII. SHORT-TERM AND LONG-RANGE OBJECTIVES

The Virgin Islands must first develop an organization to deliver career education implementation strategies and data to its faculty and then to its citizens. For example, a paid director for career education is, as of this writing, a future hope. The territory recognizes the need for moving foward rapidly but the sequencing of activities will depend on identified needs and the agreed upon goals and objectives of the community. The data from the various surveys and needs assessment will eventually lead to plans for:

1. Pre-service and in-service development for teachers, counselors, administrators, and other department of education personnel.
2. Major curriculum revision.
3. Upgarding of existing career education media and dissemination procedures.
4. Adding new professional staff.
5. Increased community participation and involvement on all levels.
6. Providing means for special groups including the handicapped, educationally disadvantaged and gifted and talented students to engage in career education activities.
7. Continuing efforts to exclude stereotyping by race, sex, or ethnic background in career education.

IX. OTHER RESOURCES

All major units of the territorial Department of Education and relevant governmental agencies will be involved in developing the one and five year plan.

X. DISSEMINATION

Copies of the completed State plan for career education will be duplicated and distributed to local school systems, the College of the Virgin Islands, divisions of the Department of Education, interested community and territorial agencies and organizations, the advisory council and the legislature. Information pertaining to the development of the plan will be distributed during the planning period.

☆ U.S. GOVERNMENT PRINTING OFFICE : 1978 O—288-334